DOCUMENT RESUME

ED 455 857 JC 010 515

AUTHOR	Drury, Richard L.
TITLE	Entrepreneurship Education in the Virginia Community College System: A Doctoral Dissertation.
PUB DATE	1999-05-10
NOTE	171p.; Doctoral Dissertation, George Mason University.
PUB TYPE	Dissertations/Theses - Doctoral Dissertations (041)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Business Education; College Role; *Community Colleges; Community Development; Economic Development; Economics Education; *Education Work Relationship; *Entrepreneurship; *School Business Relationship; *Small Businesses; Student Educational Objectives; Two Year Colleges
IDENTIFIERS	*Virginia

ABSTRACT

This dissertation discusses the results of two surveys--one of community college presidents and one of community college students--conducted to determine the existing and planned entrepreneurship credit and noncredit programs within the Virginia Community College System (VCCS) and the interest in these programs from students enrolled in business courses. For the presidents' survey, 11 out of 23 of the VCCS colleges replied (48% response rate). Findings included: (1) nine colleges reported offering a small business management course; (2) only two colleges offered an Associate of Applied Science degree with an emphasis in entrepreneurship; (3) eight respondents offered noncredit courses to the local business community; (4) seven colleges responded that there are no immediate plans for expanding credit courses in this field; and (5) four colleges did not perform any formal needs assessments of local businesses. For the students survey, 730 student responses were collected from enrollees in introductory business courses at 12 VCCS colleges. Findings included: (1) 49% indicated that they were considering opening their own businesses; and (2) 32% said they would enroll in credit courses in entrepreneurship. The author concludes that there is a gap between what Virginia's community colleges offer and what students would like to take in the field of entrepreneurship. Also discussed are workforce development and a curriculum development model. Appended are the Presidents' Survey, the Student Entrepreneurship Education Survey, the Local Business Community Surveys, and other survey and course materials. (Contains 39 references.) (EMH)

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Running Head: ENTREPRENEURSHIP EDUCATION IN THE VCCS

Entrepreneurship Education in the Virginia Community College System; A Doctoral Dissertation

By

Richard L. Drury, D.A.

May 10, 1999
George Mason University
Fairfax, Virginia

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Dedication

This Doctoral Project is dedicated to Nancy Wells Drury, my wife and friend, without whose encouragement and support this work would not have been undertaken and completed.

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ABSTRACT

ENTREPRENEURSHIP EDUCATION IN THE VIRGINIA
COMMUNITY COLLEGE SYSTEM

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George Mason University, 1999

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With the majority of net new job growth coming from small businesses and the fact that small businesses are an important economic driving force in America, a great opportunity exists for higher education to offer educational curricula targeted to small ventures. This is especially true for community colleges since these institutions of higher education are close to their local communities. However, a literature review indicates that community colleges are not pursuing this opportunity.

With few exceptions, community colleges have made offering entrepreneurship courses a low priority. In fact, the contribution of these colleges to entrepreneurship education is disproportionately low as compared to four-year colleges and universities. Two-year colleges continue to prepare students for traditional employment and neglect entrepreneurship as another career path. There appears to be no sustained effort across the country, and Virginia in particular, to capitalize on this education and training need primarily in the area of credit course offerings.

There is an opportunity for community colleges to provide entrepreneurship credit and noncredit course offerings to prepare these entrepreneurs for success. Yet research findings of this study indicate that entrepreneurship training and education is not a priority at all Virginia community colleges. Yet this same research indicates that there is strong demand for such offerings from students enrolled in Virginia's community colleges and from Virginia's small businesses.

The findings suggest that a gap exists between what Virginia's community colleges offer and student interest in entrepreneurship credit coursework. Additionally, there is growing demand from Virginia small businesses for entrepreneurship and small-business management noncredit courses, technology transfer needs, and start-up counseling services. Many Virginia small businesses are unaware of consulting services and noncredit programs offered by the community colleges. However, it has been determined that many of Virginia's community colleges are adopting an entrepreneurial college approach to workforce, economic, and community development.

CHAPTER 1

Entrepreneurship Education in the Virginia Community College System

Former U.S. Small Business Administrator James C. Sanders stated in 1983, "Community and junior colleges have enormous potential for reaching into the grass roots of America with effective training and educational programs that relate to all kinds of small businesses" (Small Business Profile, 1997). However, current research indicates that there has not been any sustainable national momentum established by community colleges in capturing this important educational need in America. This educational need will be further explored in subsequent chapters.

For example, a 1994 report sponsored by the Kauffman Foundation (a leading private-sector foundation dedicated to the promotion of entrepreneurship) determined that community-college involvement in entrepreneurship education ranged widely, from fully integrated programs to institutes and ad hoc workshops (Center for the Study of Community Colleges, 1994). There appears to be no cohesive effort in providing such curricula in entrepreneurship and small-business management.

Given that small businesses, defined by the U.S. Small Business Administration generally as 500 or fewer employees, are an important economic driving force in America and that these entities create more new net jobs than large businesses (Office of Advocacy, 1997), why are community colleges (with few exceptions) not providing education and training curricula oriented to small businesses? Why does this educational deficiency exist in our community colleges? Why are the community colleges not providing the educational development students need to become initiators of new ventures rather than the traditional development of students for "getting jobs?" These are important curricular issues that need to be addressed in today's ever-changing demographic and technological climate. Congressman John J. LaFalce stated in 1992: "We are at the crossroads in the economic history of this nation. We can no longer rely on bi , business and big government to solve our problems. More than ever, small business is the key to our nation's future prosperity and competitiveness" (LaFalce, 1992).

Small businesses have been the driving force in the economic development of the United States since the 1970's, as evidenced by the ever-increasing numbers of net start-up companies and net new jobs created by small businesses. Today, nearly six out of ten employees work for small businesses (Friedman, 1997). Most increases in jobs will come from those firms employing 100 or fewer employees (Price, 1994). According to Lichtenstein (1987), small businesses create nearly two-thirds of new jobs.

In 1996, the United States had nearly 6.2 million businesses with employees and 99.7% of these businesses were classified as "small business" operations; companies with fewer than 500 employees. Additionally, the United States had nearly nine million self-employed persons. This number increased to over 10.5 million self-employed persons in 1997. Self-employment growth is phenomenal. It is those persons, who essentially work for themselves, with few or no employees, whose numbers are estimated to reach over 12 million by the year 2000 (Lichtenstein, 1987). Thus, there are approximately 15 million small businesses in America (Small Business Profile, 1997) producing 48% of the U.S. GNP and accounting for 42% of total business sales (Scarborough, 1996).

Job growth is another relevant factor in demonstrating the strength of small businesses. According to the Office of Advocacy, Small Business Administration (1996), over 50% of small businesses (500 or fewer employees) have fewer than four employees. Thirty-five percent employ between five and 19 workers while those firms employing between 20 and 99 employees account for 10%. The remaining 5% employ between 100 and 500 employees. The Small Business Profile (1997) notes that small businesses generated 12 million net new jobs from 1992 to 1996 and 69% of this growth came from small businesses with less than 20 employees. Small business is indeed a generator of jobs in America.

In 1996, Virginia had 150,000 businesses with employees, and 98% of these were classified as small businesses (500 or fewer employees). Virginia also had 166,000 self-employed persons, for a total of 316,000 businesses. Small ventures generated 283,000 of the 315,000 net new jobs from 1992 to 1996 and 63% of job growth came from firms with less than 20 employees, (176,000 net new jobs). Virginia small businesses mirror national statistics in being job creators.

This points towards the continued growth and importance of entrepreneurship and self-employment in America and in the state of Virginia. This also translates into a challenge for community colleges: to provide entrepreneurial training and education so that small businesses can improve their survival rate, become more successful, and be competitive on even a global scale.

Learning is a lifelong experience, and this maxim is perhaps most important for the entrepreneur in remaining competitive with current technology. New technology will force entrepreneurs to continue to sharpen their skills through continued education and training.

Statement of the Problem

With the majority of net new job growth coming from small businesses and the fact that small businesses are an important economic driving force in America, a great opportunity exists for higher education institutions to offer curricula targeted to small business ventures. This is especially true for community colleges, since these educational institutions tend to be close to their local communities. However, a review of the latest literature indicates that most community colleges across America, and in Virginia as well, are not currently pursuing this opportunity.

There is an opportunity for community colleges to provide entrepreneurship credit and noncredit course offerings to prepare these entrepreneurs for success. Yet research findings of this study indicate that entrepreneurship training and education is not a priority at all Virginia community colleges. Yet this same research indicates that there is strong demand for such offerings from students enrolled in Virginia's community colleges and from Virginia's small businesses.

The Virginia Community College System (VCCS), which consists of 23 public community colleges, is the ideal vehicle for such training and education since these institutions of higher education are situated at the grassroots level in their communities. These colleges are now charged by the General Assembly to spearhead workforce development in Virginia. Their efforts surely need to include entrepreneurship and small business training and education.

This research will focus on the problems of determining (a) to what extent the VCCS and its community colleges are serving the needs of their communities with entrepreneurship education and training and what is planned, (b) whether or not there is a need for such programs in the community and from students enrolled in business courses at the college, and (c) if there is a need, what curriculum should be developed and offered to satisfy this need. This research will also determine to what extent the role of entrepreneurship education extends to workforce, economic and community development in Virginia's community college service regions.

Definitions Used in this Study

Small business is defined as a company with 100 or fewer employees. This definition is used since the vast majority of small businesses, generating net new jobs, have fewer than 100 employees.

Entrepreneurship is defined as a mindset of individuals in businesses and organizations of all sizes. It is a philosophy of leading, creating, innovation, being a visionary and an opportunity seeker. It goes beyond simple management functions of planning, organizing, and controlling.

Small-business management is defined in a broad sense to include functions found in all businesses, e.g. management, accounting, finance, marketing, manufacturing, human resources, and others.

Entrepreneurship education is used to incorporate the study of small-business management with particular emphasis on the entrepreneur, the entrepreneurial team, the opportunity and the required resources from the concept through harvest stages.

Design and Methodology

Two survey instruments were designed to determine the existing and planned entrepreneurship credit and noncredit programs within the Virginia Community College System (Appendix A) and the interest in these programs of study from students enrolled in business courses, primarily BUS 100: Introduction to Business (Appendix B). Surveying community college presidents yields the input data to answer the questions of what is now being offered and what is planned. The second instrument is used to survey students' interest in the study of credit coursework in entrepreneurship and small-business management.

Local businesses have been surveyed on a limited basis by various organizations in Virginia. These sketchy survey results are contained in Appendix C. Virginia's Department of

Business Assistance, local Small Business Development Centers (SBDCs), the Virginia Chamber of Commerce, and other recent research projects and publications are the basis for this data. This part of the methodology is designed to answer the question concerning market demand for noncredit programs throughout Virginia in entrepreneurship and small-business management without extending this research project to a statewide needs assessment.

Limitations

A major limitation in this study is the limited amount of research to date on entrepreneurial education and training in community colleges throughout America, and especially in Virginia. Financial and human resources available have narrowed the scope of this study to the Virginia Community College System. No attempt has been made to survey small businesses throughout Virginia, since such an effort is beyond the scope of this research project. Previously conducted surveys from various sources are documented and evaluated as a source for precursory findings of noncredit needs assessments of small businesses.

The educational model developed in this report can be replicated and used in other states because of its generic qualities. Implementation strategies will differ from each community as will the cost of implementation. These factors will necessarily have to be integrated into the model by each college and, therefore, are not addressed in this research project.

Implications for Research and Practice

There exists a need to study the demand for entrepreneurship and small-business management educational and training programs in Virginia. There also exists a need to establish a baseline as to what extent the VCCS is satisfying this demand if it is determined that such a demand exists. The community colleges are the institutions of higher education that are charged with the entrepreneurial responsibility to stay close to their constituencies, the local communities, which makes these institutions ideal for entrepreneurial programs. Additionally, Virginia's community colleges are the spearhead of workforce development activities in Virginia, as legislated by the General Assembly, and these development activities need to include entrepreneurship education and training for small business.

This study documents entrepreneurship training and education through Virginia's community colleges and determines the efficacy of the hypothesis that there does exist a strong need for increased entrepreneurship and small-business management education and training in Virginia. The development of the argument, as evidenced in this Chapter, for increased entrepreneurial education and training in community colleges in Virginia is further addressed in Chapter 2. Chapter 3 answers the conceptual question of what is currently being offered to Virginia communities throughout the VCCS's 23 community colleges, what is being planned, and what level of interest students have in credit coursework in entrepreneurship and small-business management. Chapter 4 deals with demand for entrepreneurial and small-business management noncredit programs from local business communities throughout the Commonwealth.

Chapter 5 focuses on workforce development, economic development and community enrichment areas and how these need to be brought under the entrepreneurial umbrella at local community colleges. The argument is advanced for the adoption of an entrepreneurial college within the traditional community college, which will offer a wide variety of credit and noncredit courses to the local communities served by the VCCS.

Chapter 6 deals with the development of a curriculum for entrepreneurship education and training, both credit and noncredit. This model can be applied by individual community colleges in Virginia and across America with certain modifications required to meet individual college requirements. Conclusions and recommendations for further research are presented in the final chapter.

The findings of this research offer considerable insight into what is being offered and planned versus student interest in entrepreneurship and small-business management credit courses in Virginia's community colleges. These results, which indicate a wide gap between offerings and student interest, provide community college leaders across America with information to study their own college needs with respect to entrepreneurship education.

CHAPTER 2

Need for Entrepreneurial Education

Given the strong economic contributions from small businesses to growth and expansion of Virginia's economy, there needs to be a paradigm shift in community colleges' curricula and mission to reflect the training needs of this segment. Focus needs to be drawn away from the traditional concept of community colleges to one with an entrepreneurial focus: market-driven and customer-oriented. Timmons (1999) refers to an "entrepreneurial revolution" that has occurred over the past several years that is creating strong interest in entrepreneurship.

This revolution is evidenced through the ever-increasing numbers of entrepreneurship courses being offered in business and engineering schools across America. Timmons (1999) notes that major paradigm shifts have occurred over the past 25 years. For example, in the 1960s and 1970s, nearly one out of four college graduates went to work for a Fortune 500 firm. Today, only one out of 14 graduates go to work in these large companies. In the 1970s, $50 million to $100 million of venture capital was invested each year. Today, that figure is nearly $12 billion annually. To further underscore the dynamics of this revolution, ten years ago 10,000 new products were introduced into the marketplace. That number today is 26,000. The community college needs to shift into this area of education and join the revolution.

Colleges and universities are discovering that the study of entrepreneurship is very popular with students. Today, more than 1,500 colleges and universities offer credit courses in both entrepreneurship and small-business management to more than 15,000 students. Endowed chairs at colleges and universities have increased from nine in 1980 to 90 in 1996 (Scarborough, 1996). In a recent study of business schools across America, and entrepreneurship course offerings in MBA programs, the following findings were reported (Business Week On-line, April 16, 1999):

- University of Chicago's Graduate School of Business increased its openings in its entrepreneurship courses 40% (more than 1,200 students).
- Harvard University had 90% of the Class of 1998 enrolled in at least one entrepreneurship course.
- Northwestern's Kellogg Graduate School of Management has increased its entrepreneurship faculty from three in 1995 to 13 today.
- Massachusetts Institute of Technology's Sloan School of Management notes the fastest growing managerial track is New Product and Venture Development.
- At Carnegie Mellon, 30% to 40% of graduates start their own business within five years of graduating.

As further evidence of this entrepreneurial interest, or revolution, the following changes that have occurred in recent years are also noted (Timmons, 1999):

- Increase in foundation support for entrepreneurial education.
- 1994 United Nations General Assembly unanimous resolution calling for all emerging and developed countries to pursue entrepreneurship as a policy.
- 1996 National Public Radio daily coverage of entrepreneurs and entrepreneurial companies.
- Boy Scouts and Girl Scouts first entrepreneurship merit badges in 1997.
- Legislation in eight states passed legislation requiring entrepreneurship education in all public school grades.

- Tribal entrepreneurship center established at the Haskell Indian Nations University in Lawrence, Kansas.
- Entrepreneur of the Year awards established by Ernst & Young, CNN, NASDAQ, and USA Today to recognize outstanding ventures.
- Gallup and Roper polls show ever-increasing interest in entrepreneurship by young people and adults.
- The National Foundation for Teaching Entrepreneurship significantly expanded its out-of-school educational programs in inner cities.
- NASDAQ expanded to Europe and Eastern Europe and Asia making entrepreneurship more global than ever.
- 1996 it was reported that 83% of the Forbes 400 wealthiest individuals were the first generation of wealth compared to 40% just 10 years earlier.
- Initial Public Offerings (IPOs) are at record levels.

All of these events and actions demonstrate a renewed global and domestic emphasis on entrepreneurship, not to mention a paradigm shift in how entrepreneurship is defined. Before further exploring the need for entrepreneurship education and training of small businesses, a distinction needs to be made between the term's small business and entrepreneurship.

Small Business and Entrepreneurship

The term small business can be defined by many standards. The most commonly used definition is derived from the Small Business Administration (SBA), which generally defines a small business as one having fewer than 500 employees. However, a company with 500 employees does not represent the typical small business in the United States of America. Nearly half of all small businesses in the U.S. are home-based businesses that have no employees.

Therefore, this report uses the more practical definition of a small business as a company with fewer than 100 workers, which, according to the SBA, represents the vast majority of small businesses.

The difference between a small business and an entrepreneurship needs to be carefully defined as the two are easily confused, and there is a definite difference between them. The owner of a small business is not necessarily an entrepreneur. Likewise, an entrepreneur is not necessarily the owner or manager of a small business. (In fact, there are many entrepreneurs in large corporations. These corporate individuals have the mindset of an entrepreneur and are labeled corporate entrepreneurs or intrapreneurs.) Not only is there a difference between a small-business owner and an entrepreneur, there is a difference between managing and leading, where leading is equated to entrepreneurship.

Management is usually defined by performance terms such as planning, organizing, and controlling. Management has often been defined as "getting things done through people." Managers are responsible for maintaining an efficient workflow. They keep activities on track and are focused on revenue generation, cost controls, and profitability. Managers normally seek the status quo. They are concerned about which opportunity will be approved, how to defend market position, what resources the manager controls, how to "protect turf," and how power can be minimized.

Like managers, entrepreneurs can be leaders. Unlike managers, entrepreneurial leaders provide direction, act as organizational visionaries, and provide that climate of motivation which creates commitment. Not only do entrepreneurs create the vision, they also influence others to share that vision. Entrepreneurs seek to innovate the very antithesis of the managerial search for the status quo. They seek ideas that can be converted successfully into opportunities, determine what resources they need, and how those resources can be attained. In his Competitive Advantage of Nations, Michael Porter (1990) notes that entrepreneurship and innovation are the keys to national competitive advantage since innovation is the key to global success.

Entrepreneurship involves creating and building something of value from practically nothing. It is a process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled. Entrepreneurship involves the definition, creation, and distribution of value and benefits to individuals, groups, organizations and society. The essence of entrepreneurship is innovation, creation, risk-taking, and independence. The entrepreneurial mindset involves many other things, including commitment, opportunity obsession, tolerance of risk, creativity, self-reliance, ability to adapt, motivation to excel, and leadership (Timmons 1999).

Community Colleges and Entrepreneurial Education

With few exceptions, community colleges have made offering entrepreneurship courses a low priority. In fact, the contribution of community colleges to entrepreneurship education is disproportionately low as compared to four-year colleges and universities. Two-year colleges continue to prepare students for traditional employment and neglect entrepreneurship as another career path (Hernandez-Gantes, 1995). With the explosive growth in employment from small businesses and with the grass-roots level of education offered by community colleges, these two-year colleges are an ideal vehicle for community development.

Demand for entrepreneurship education has been measured by several surveys, with one in particular, a 1994 Gallup poll (Walstad, 1994) of high school students, the general public, and small business owners and managers conducted to determine their attitudes regarding entrepreneurship. Key findings of this poll include: a) 69% of high school students and 50% of the general public expressed an interest in starting a small business; b) a gap exists with student interest for and knowledge of entrepreneurship; c) clear majorities in all three groups expressed a desire and a need for entrepreneurship education in high schools; d) 59% of students, 73% of the general public and 89% of the business managers expressed a preference for being a small-business owner over being a manager in a large corporation. These results show that there is a strong demand for entrepreneurship education and training in schools at all levels and there is a significant gap in skills and knowledge about entrepreneurship that needs to be corrected.

Kourilsky (1995) builds on the Gallup Poll and concludes that there is strong demand for entrepreneurship education. She argues that education focus should be towards "making a job" rather than training to "get a job." She also argues that community development and economic growth stem from job creation where the small business segment of our economy clearly is the driving force.

Nelson and Piland (1982) suggest that the community colleges are the catalyst for enhancing economic growth and community development. The Illinois-based authors offer a model for the development of small-business programs in community colleges that can be adopted (with some modifications) throughout the United States.

Nelson and Piland further suggest that community colleges can have a significant impact on the job creation process by helping those already self-employed become more knowledgeable about their type of businesses and by increasing their number of employees through successful business operations. Demand for trained workers comes with the initiation of new businesses and the expansion of existing businesses. Community colleges will contribute to the economic development of the college's community if they prepare people who have a future interest or a current investment in small business.

In the Annual Report on the Technical Colleges of New Hampshire (1994), it is noted that New Hampshire schools instituted 52 new certificate and diploma programs and 12 new associate degree programs in such fields as entrepreneurship (New Hampshire State Department of Postsecondary Technical Education, 1994). Another example is the entrepreneurship courses offered at Johnson County Community College (Kansas) where course offerings center on employment growth. Employment growth projections through the year 2005 from various data sources, both locally and nationally, indicate the fastest and most growing occupations, fastest growing occupations needing some post secondary training, and occupations with the largest numerical increases. Findings indicate that a) employment will grow faster than the labor force; b) industry employment will continue to shift from the goods-producing to the service-producing sector; and c) the bulk of employment growth will be in health services, retail trade, and business services. Courses at Johnson were then designed around these fast-track growth employment opportunities including "business entrepreneurship" (Conklin 1994).

Needs assessments of small businesses in Virginia are addressed in Chapter 4. This research clearly demonstrates the strong need for small business training especially identified in research by Jackson (1996), Dennis (1997), the Federal Reserve Bank of Richmond (1996), the Virginia Small Business Development Center, regional Chambers of Commerce surveys and the Northern Virginia Regional Partnership survey of high technology training needs. Timmons (1999) is correct in that the entrepreneurial revolution is not only with us today, it is growing exponentially. The next chapter clearly demonstrates that Virginia community colleges are not attuned to this important need within their communities.

CHAPTER 3

Survey of Virginia Community Colleges

This chapter examines the extent of credit and noncredit offerings in entrepreneurship and small-business management in the Virginia Community College System (VCCS). Specifically, the study determines what the individual VCCS colleges are currently offering and plan to offer in the near future, in both credit and noncredit activities. Additionally, student interest in these types of credit courses is examined to determine if demand for such offerings exists.

Research Methodology

An evaluative research methodology combining both qualitative and quantitative approaches is used in this study. Qualitative research methodology is used to determine the extent of both existing and planned credit and noncredit programs and results are derived from the responses received from the presidents' survey. This approach is more suited to the goals of this phase of the project. The data used do not readily adapt to being quantifiable, specific, objective, or classified categories. Qualitative research calls for a statement of the problem, a research design oriented to the study of the problem, gathering data, organizing, and analyzing data collected, and providing credibility, transferability, dependability, and confirmability of the research (Mauch, J., Birch, J., 1998). This research project complies with these guidelines. The survey instrument used to collect this data is the Virginia Community College Entrepreneurship Education Survey (presidents' survey) instrument (Appendix A). Open questions are used by design.

The second survey is designed to determine student interest in a wide variety of credit course offerings in entrepreneurship and small-business management. The survey instrument used is the Student Entrepreneurship Education Survey (Appendix B). This investigation is quantifiable to a certain extent and limited statistical details are summarized later in this chapter.

The third area of investigation deals with interest from the Virginia business community in noncredit entrepreneurship and small-business management courses. Current research is used to assess the educational needs of this segment and is discussed in detail in Chapter 4 of this project.

Presidents' Survey

The presidents' survey packet contains a cover letter explaining the purpose of the study and requesting that the survey questionnaire be completed with input not only from the president of the community college but other key members of the college leadership as well (Appendix D). Participation from presidents, deans, provosts, and/or directors is essential in obtaining a wide variety of responses that represent the community college leadership.

Each survey packet contains a pre-paid postage return envelope, the questionnaire, and a request for a point of contact at each college and branch campus to administer the student interest surveys. This latter document asks for the point of contact name to administer the student interest surveys, e-mail address, telephone number, and mailing address.

The presidents' survey instrument (Appendix A) starts with a detailed discussion of purpose. An explanation of the importance small business to the economies of both the United States and Virginia is provided to underscore the need for education and training for small businesses. The purpose section also points out that community colleges are not pursuing the opportunity of vigorously addressing the educational needs of this important segment of the economy. Definitions of terms used in the study are also provided.

In turn, the presidents are asked to provide information concerning their colleges' efforts in credit and noncredit programs in entrepreneurship and small-business management. Results of the survey by question, with selected comments from responding community colleges, are summarized in the following discussion.

To encourage responses, several follow-up strategies were employed. The initial cover letter went to each college president and a follow-up facsimile (Appendix D) was sent two weeks later requesting participation. The third follow-up was a telephone call to the president's office. This call became very important in getting responses since the president's secretary, or administrative assistant, usually fields the call and is aware of the status of the request. Typical responses included such remarks as "please send again, work is in process, call certain individuals who would have the survey," and the like. It required 30 days from the initial mailing to the third follow-up to generate responses, with few exceptions.

Out of 23 community colleges in the VCCS, 11 responded to the survey (47.8% response rate). Although several colleges have branch locations, data gathered represents primarily the main campuses, with the exception of Tidewater Community College, which responded with data from all branches. The response rate is significant given the total population of only 23 colleges.

The first question asked is "What credit courses does your college currently offer in the field of small-business management and entrepreneurship?" Nine colleges (82%) reported offering BUS 165, Small-business management. One college offers a seminar (or project course) in small business, but no basic course such as BUS 165. The other college not offering BUS 165 has a focus on leadership courses and defines these as entrepreneurship oriented. Two of the nine colleges offering BUS 165 also offer two courses in entrepreneurship, two others offer three, and Tidewater Community College offers eight courses. Of the eleven colleges that responded, only Tidewater Community College and New River Community College offer Associate of Applied Science degrees with an emphasis in entrepreneurship. Northern Virginia Community College (NOVA) offers a certificate in small-business management yet requires only one course out of 10 in small-business management to earn the certificate. The remaining courses in NOVA's certificate program are standard required courses in the traditional associate's degree in business program. NOVA has BUS 116, Entrepreneurship, in its catalog but is not currently offering the course. BUS 116 is not required for the Certificate in Small-Business Management.

When asked what noncredit courses are offered in this field, eight respondents (73%) offer noncredit courses to the local business community and two (18%) indicated they do not. One college (9%) sent a "no" response. It is unusual that two colleges do not offer noncredit courses to small businesses especially with the new effort from the Virginia legislature mandating that community colleges spearhead workforce development and small businesses are a part of this effort. The variety of offerings differed in scope and sequence among the respondents. Some programs are very intensive and sensitive to local training needs. For example, Northern Virginia clients need computer skill development and NOVA has a strong effort in this area. NOVA provides retraining in computer skills to college graduates from other than computer fields. Tidewater Community College has a strong program including interactive video computer courses, training for sales personnel, business communications, and financial management, to name a few. Southside Virginia Community College offers training in tractor-trailer driving.

The colleges were asked whether or not they expect to expand both credit and noncredit courses and programs. Seven (64%)of the eleven responded that there are no immediate plans for expanding credit courses in this field. Two respondents (18%) indicated "yes" and two (18%) are open for discussing such possibilities if there is a need for such offerings.

Asked if their colleges were interested in offering credit and noncredit courses in entrepreneurship and small-business management (assuming there is strong student interest), seven colleges (64%) said "yes" and three colleges (27%) indicated "some credit courses" to "some modest interest." There was one "no" response.

Questions five and six are designed to elicit responses on how the colleges are marketing their credit and noncredit courses and programs. Question five asked whether or not there is interest from the local business community in such programs, nine respondents (82%) said "yes", one (9%) indicated unknown, and one response (9%) was a "perhaps."

Question six asked how local business interest is measured. Four (36%) respondents stated that they do not perform any formal needs assessments. The remaining seven colleges (64%) have formal needs assessments programs ranging from monitoring enrollment in current programs to telephone surveys and meetings with local business owners. Advisory boards were involved providing input with current needs with most colleges.

When asked if entrepreneurship and small-business management education are an intregal part of their credit and noncredit curriculum, eight colleges (73%) responded "yes" (one of these indicated "very much"). Two of the remaining three (18%) noted that there is somewhat of an integration and the third stated "no."

Part of a well-designed credit course curriculum in entrepreneurship and small-business management requires field experience courses, such as solving actual small business problems onsite with businesses or developing business plans for actual small businesses in the community. When asked whether or not they offer or plan to offer credit courses with practical work experiences with small businesses, such as field experience consulting courses, six respondents (55%) indicated "yes" mostly through coops or internships with local small businesses. The remaining five (45%) responded with a definite "no." There were no comments or elaboration provided with this question by respondents.

Each college was asked if a needs assessment indicated a strong interest by students in credit courses in entrepreneurship and small-business management, would such an initiative be offered. Ten colleges (91%) responded with a "yes" and one college (9%) indicated a "possibly." This is significant in that nearly 100% of the responding colleges are willing to consider offering entrepreneurship and small-business management credit courses if students have a strong interest.

When asked "If the college is affiliated with a Small Business Development Center (SBDC), seven colleges (64%) noted they have some active affiliation with an SBDC. Two colleges are linked to an SBDC housed at a nearby four-year college in their region: Southside Virginia Community College is aligned with Longwood College and Southwest Community College is associated with Radford University. Tidewater Community College is directly linked to the Hampton Roads Chamber of Commerce.

Question 11 asks if there is a student organization oriented to the promotion of student interest in entrepreneurship. Four colleges (36%) have such an organization. Two of these have Students in Free Enterprise (SIFE) chapters and one has a Phi Beta Lambda chapter, a student honorary business fraternity. Student organizations are ideal vehicles to promote topics such as entrepreneurship.

When asked if your college is aware of grant funding for entrepreneurship and small business programs, eight colleges (73%) responded that they are not aware of such funding, while the remaining three (27%) are very active in pursuing such funding. Of those actively pursuing grants in entrepreneurship, New River Community College is aggressive in its pursuits, receiving funding from the New Enterprise Fund, INC., Pulaski Venture Fund, and the Micro Enterprise Program. Rappahanock Community College receives funding from the DuPont organization, the Private Industrial Council, the State of Virginia, and the Micro Enterprise Program. Southwest Community College receives grant funding from the Small Business Administration and the Micro Enterprise Program.

The final question dealt with comments and there were none reported except requests for the results of this report.

In conclusion, the presidents' survey provides significant data on what is now being offered and what is planned in entrepreneurship and small-business management education programs in Virginia's community colleges. The data strongly suggests that little is being done. The following table summarizes the findings from this study.

Table 3-1

Summary of Presidents' Survey Responses.

Variable	Yes	No	Other/Comments
Do you offer BUS 165, Small Business Management or other similar courses?	82%	18%	
Do you offer an AAS degree with an entrepreneurship track?	18%	82%	
Offer noncredit entrepreneurship and small business management programs?	73%	18%	9% No Response
Consider expanding current credit and noncredit programs?	18%	64%	18% open for discussion
Is there interest in offering credit and noncredit entrepreneurship and small business management programs if there is strong demand?	64%	9%	9% some 9% possibly 9% modest interest
Is there interest from local businesses for noncredit training programs for small businesses?	82%		9% unknown 9% perhaps
How is this interest measured? Is there a formal needs assessment performed periodically?	64%	36%	
Is small-business training and entrepreneurship courses an integral part of your workforce and economic development programs?	73%	9%	18% (Somewhat to no)
Do you offer field experience courses in entrepreneurship?	55%	45%	
SBDC affiliated?	64%	36%	
Student organizations in entrepreneurship?	36%	64%	
Aware of grant funding for entrepreneurship courses and programs?	27%	73%	

Virginia's community colleges, with few exceptions, are not actively pursuing entrepreneurship and small-business management education. This data can now be matched to the findings from the student-interest survey.

Student Interest Survey

Determining student interest in studying entrepreneurship and small-business management is a key element in this project. Is there sufficient demand from students to enroll in credit courses that lead to awarding certificates and an associate's degree? Most community colleges require business majors to enroll in BUS 100, Introduction to Business, and it is to these classes that the survey instrument (Appendix B) was distributed. Students enrolled in other comparable business courses were also included, especially if BUS 100 was not offered in the spring 1999 semester, the time period of this survey.

Each student was asked to review a list of possible course offerings and to check one: "strong interest in enrolling", "somewhat interested in enrolling" or "not interested in enrolling." By design, all courses listed are in entrepreneurship and small-business management.

The courses were grouped according to completion goal. The first goal is a Certificate in Small-Business Management awarded upon successful completion of four elective courses. The second goal is the award of an Advanced Certificate in Small-Business Management after completing an additional four electives.

Upon completion of the Advanced Certificate program, students may pursue the associate's degree by taking five additional courses as electives. There are other college-required courses students must complete before the degree is granted. This proposed program of study focuses only on the electives students are allowed to take. Additionally, since this program is designed around certificate and a degree effort, enrollees may or may not be matriculated students. It is envisioned that non-traditional students (noncredit students, small-business owners seeking to sharpen their skills, nondegree seeking individuals) would attend several of these elective courses and enroll in the certificate programs only. Student-interest survey results are as follows: (The software used in statistically analyzing the response data is SPSS Base 9.0. This software is a comprehensive system for analyzing data and is used extensively in research.)

Twelve (12) Virginia community colleges participated in the student-interest survey (Patrick Henry Community College and Virginia Highlands Community College elected to respond to this survey and not the presidents' survey, and Southside Virginia Community College did not respond to the student-interest survey). This represents a 52.2% response rate.

With the exception of Tidewater Community College, which provided input from all branches of the college, data represent input from the main campus of the college. NOVA data is from the Annandale campus only.

There were 730 student responses received from enrollees in mostly BUS 100, Introduction to Business. Table 3-2 notes the frequency of responses by college. Note that Rappahanock Community College reported such a small response rate that it was not included in the frequency. This college is represented as a non-applicable (N/A) response. The greater frequency is from NOVA and Tidewater, urban colleges, representing over 70% of the responses. The balance is from rural colleges. NOVA generated over 42% of the total responses from only one of its five campuses, Annandale.

Table 3-2

Frequency of Responses from Colleges

College	Frequency	Response
02 Central Virginia	42	5.8%
03 Dabney Lancaster	26	3.6
04 Danville	29	4.0
10 Mountain Empire	8	1.1
11 New River	55	7.5
12 NOVA	311	42.6
13 Patrick Henry	24	3.3
16 Rappahanock	N/A	N/A
18 Southwest	N/A	N/A
20 Tidewater	208	28.5
21 Virginia Highlands	19	2.6
23 Whytheville	8	1.1
Total	730	100.0%

The initial research questions are designed around the 19 possible credit courses that would be offered in an entrepreneurship and small-business management curriculum. Responses to each of the 19 are "strong interest", "somewhat interested", and "no interest". A fourth response of "zero" indicates a "no" response. Table 3-3, Interest by Question (course of instruction) provides a summary of findings by question, frequency, percent, mean, and standard deviation.

Conclusion drawn from this analysis is that there is a clear indication of strong interest in entrepreneurship and small-business management credit courses from students. Each question in the first eight required courses generated an 84.3% "strong" and "some-interest" response. The other "elective" courses, Q9-Q19, generated "strong " and "somewhat interest" from a minimum of 55.3% to 78.4% per question (course). Both in the required courses and electives, the "strong" and "somewhat interested" result totals are indicative of healthy student interest.

Table 3-3

Student Interest in Credit Courses by Question

Variable	Response (Interest)								Mean	Std. Dev.
	Strong		Somewhat		None		No Resp.			
	N	%	N	%	N	%	N	%		
Q1 Intro to Business	481	65.9	200	27.4	30	4.2	18	2.5	1.37	.56
Q2 Financing Sm Bus	281	38.5	313	42.9	112	15.3	24	3.3	1.76	.71
Q3 Sm Bus Acctg	315	43.2	288	39.5	110	15.1	15	2.1	1.71	.72
Q4 Entrepreneurship	368	50.4	233	31.9	100	13.7	29	4.0	1.62	.72
Q5 Sm Bus Mgmt	414	56.7	235	32.2	58	7.9	23	3.2	1.50	.64
Q6 MS Word/Excel	411	56.3	239	32.7	57	7.8	23	3.2	1.50	.64
Q7 Sm Bus Law	284	38.9	299	41.0	123	16.8	24	3.3	1.77	.72
Q8 Marketing	243	33.3	322	44.1	133	18.2	32	4.4	1.84	.72
Q9 Financial Accounting	248	34.0	240	32.9	115	15.8	127	17.4	1.78	.74
Q10 Intro to Computers	329	45.1	230	31.5	71	9.7	100	13.7	1.59	.68
Q11 Legal Issues	223	30.5	243	33.3	132	18.1	132	18.1	1.85	.76
Q12 Salesmanship	159	21.8	265	36.3	142	19.5	164	22.5	1.97	.73
Q13 Advertising	254	34.8	258	35.3	104	14.2	114	15.6	1.76	.72
Q14 Merchandising	201	27.5	274	37.5	115	15.8	140	19.2	1.85	.72
Q15 Insurance	133	18.2	271	37.1	172	23.6	154	21.1	2.07	.73
Q16 Prin of Mgmt	311	42.6	261	35.8	52	7.1	105	14.4	1.59	.64
Q17 Adv Sales Skills	176	24.1	264	36.2	143	19.6	147	20.1	1.94	.74
Q18 Internship	215	29.5	240	32.9	139	19.0	136	18.6	1.87	.76
Q19 Selected Topics	143	19.6	272	37.3	145	19.9	170	23.3	2.00	.72

Although there were very few suggested other topics for courses, the following summarizes those few responses:

1. English
2. Computer
3. Computer Accounting
4. Language

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Gender Analysis

Gender analysis results are interesting. Male responses numbered 313 and female responses totaled 350 for a total of 663 respondents (several females and a few males refused to list their age). The mean male age is 24.53 and female mean age is 26.39. Standard deviation for males is 8.09 and 9.12 for females. At a 95% confidence level the lower bound mean is 24.85 for both and 26.18 for the upper bound.

"Interest in Entrepreneurship" compared to gender shows that 19 males and 14 females own a small business. Those "considering starting a business" yielded 161 male (24%) responses and 167 female (25%). Of the total responses, 49% indicated that they are considering opening their own business. Other considerations, which ranged from "no interest to maybe in the future", yielded 116 male (18%) and 142 female (21%) responses.

When asked the "likelihood" to enroll in credit courses in entrepreneurship, 34 males and 52 females indicated no interest. This compares to 153 males (23%) and 177 females (27%) that "might enroll" and 18 males and 13 females that would take these courses for "no college credit." A significant number of males (103) and females (108), or a total of 211 respondents (32%), indicated they would enroll with the goal of earning an associate's degree. This is very significant in that this group views entrepreneurship studies important enough to have a degree granted. When "might enroll" responses (330) are included with the "degree focus group", 541 responses (75%) indicate a strong interest in credit coursework in entrepreneurship and small-business management studies.

Enrollment Status

Enrollment status is another slice of the data reviewed and analyzed. There are 172 full-time male enrollees and 195 females. This compares to 137 part-time males and 160 part-time females. Those owning a small business represent 4.3% full-time responses and 6.5% part-time. Of those considering starting a small business, 54.9% are full-time students and 49.6% are part-time. The "other" category accounted for 40.9% full-time and 43.8% part-time student responses. Here the significance is that over 50% of the respondents own or are considering starting their own business.

Comments concerning the entrepreneurship program described in the survey are quite revealing of the interest expressed. Consider the following selected comments:

- Very good program.
- Why can't we have more courses like these?
- Great idea, very interested.
- This should have been offered already.
- The certificate idea is great for those who do not want the degree.
- Very interested to learn all I can in order for me to successfully start my own business.
- There are many strengths to this program.
- This program would help entrepreneurs understand better what they are getting into.

In summary, the presidents' survey indicates that Virginia's community colleges are not providing sufficient credit courses in entrepreneurship education as compared to market demand. Yet these colleges are interested in reviewing the possibility of offering such programs if there is sufficient student interest. Apparently, they are not aware of student interest. They are looking to workforce and economic development efforts to deal with noncredit small business training in their local communities, yet they are not conducting needs assessments.

Students clearly are interested in entrepreneurship credit courses. Nearly 85% indicate a "strong" and "somewhat interested" interest in the required courses in the certificate programs and 55% to 78% (range by question, or course) have a "strong" and "somewhat interested" interest in the elective courses.

There appears to be a gap between what is offered, what is being planned, and the interest from students in entrepreneurship and small-business management programs. The next area of research deals with needs assessments from the local, regional and national small business communities. This discussion continues in Chapter 4.

CHAPTER 4

Demand for Entrepreneurship Education from Businesses

My determination of the strength of demand from small businesses in Virginia for entrepreneurship and small-business management training is based on several research findings. Sources of this data include, William Dennis' significant research of national small business problems and priorities, new research findings from the National Council for Urban Economic Development, the Virginia Community College System, Virginia's Small Business Development Center, regional chambers of commerce and research by the Northern Virginia Regional Partnership. It is from these data sources that demand considerations are derived and the conclusion drawn that there does exist strong interest and need for this training.

National Data

Perhaps one of the most current and useful research on needs assessments of small businesses is from the National Federation of Independent Businesses and, more specifically, its Education Foundation (Dennis, 1997). The fourth edition of Small Business Problems and Priorities, like its predecessors, is a powerful research report detailing problems of small businesses and the perceived priority of these problems by small businesses owners.

The survey for Dennis' research was based on a random sample of 15,000 out of 600,000 members of the National Federation of Independent Businesses (NFIB). It should be noted that membership in the NFIB represents 10% of the employers in the United States, (of both small and large businesses). The findings are based on a survey of 3,471 small-business owners throughout the United States, representing a 23% response rate. Seventy-five potential business problems were assessed by these owners and each was given a rank from "Critical Problem" to "Not a Problem." The responses provide a mean score, which can then be used to rank each problem to establish priorities. The ten top small-business problems identified in priority ranking were:

1. Cost of health insurance
2. Federal taxes
3. Cost of workers' compensation
4. Unreasonable government regulations
5. FICA issues and cost
6. Cost of premises or facilities
7. Federal paperwork
8. State taxes
9. Frequent changes to Federal tax laws
10. Cash flow

The ten least problems identified from least to most severe include:

75. Exporting goods
74. Competition from imports
73. Competition from government and non-profits
72. Obtaining investor equity
71. Protecting intellectual property
70. Shoplifting, theft, bad checks, etc.
69. Using independent contractors
68. Credit record/rating errors
67. Selling to local, state, federal governments
66. Locating satisfactory suppliers

Timing of this latest survey is interesting to note. Dennis' previous survey (1991), conducted at the height of the recession, noted more problems such as cash flow, poor sales, poor earnings and the like. The 1996 survey was conducted during an expansion period of the economic cycle.

Although the study did stratify the population by several factors, such as size, location, industry, legal form, years in business, and the like, the major problems identified were related to type of industry and population density of location. Industry type responses were easily observed. Retailers were concerned about minimum wage levels while contractors were concerned about applications for permits. However, the study concludes that owners are more likely than not to share problems across industries.

Whether the location of the business is rural versus urban appears to directly impact the concerns indicated. Finding qualified employees ranks high for urban small businesses, while energy concerns and environmental regulations have higher priorities with rural small businesses.

An important aspect of this study, as it relates to needs assessments of small businesses, is in the grouping of the 75 problem areas into clusters. These arbitrary assignments are designed to lump problems into topical areas such as finance, information, management, regulation, and the like. Some problems appear in multiple clusters, while others are deemed irrelevant and disregarded. The problems mirrored the national concerns of small businesses, yet this data provides valuable information for noncredit curriculum development by focusing on problems that remain the same regardless of industry or location. (Dennis, p21).

The study further dissected the country into 11 regions and found that West Coast responses differed from East Coast responses. However, middle America represents the national norm in identified problems and priorities of small businesses. Virginia was classified with the

South Atlantic region, which includes Florida, Georgia, North Carolina, and South Carolina. This appears to be too large a segment, especially since Virginia is clearly a middle-Atlantic state when coupled with Maryland, West Virginia, North Carolina and the District of Columbia.

The survey data indicate that small businesses in this region are less dependent upon a few customers and seasonality is also less of a problem. However, locating qualified employees ranked 7th and was deemed a "critical problem" by 28% of the respondents. Employee retention, training employees, and other employee-related problems were ranked significantly high.

The top-ten problems identified in this region by rank order include:

1. Cost of health insurance
2. Federal taxes on business income
3. Unreasonable government regulations
4. FICA costs and issues
5. Workers' compensation costs
6. Property taxes and rent costs
7. Cost and availability of liability insurance
8. Federal paperwork
9. Cash flow
10. Frequent changes to federal tax laws and rules

Since there is little significant differences between the responses of states located in this region, it is safe to assume that Virginia small business problems and priorities are represented by the mean averages.

Virginia Data

In a separate study, The National Council for Urban Economic Development (CUED, 1997) provided a research report to the Virginia Chamber of Commerce entitled Promoting Growth in Emerging Companies in Virginia. CUED conducted over 40 in-depth interviews with Virginia economic development and business professionals to determine strengths and weaknesses for Virginia's emerging businesses. Secondly, a 250-piece postal mail survey was sent to Virginia's small businesses to learn of their experiences with small-business services and support. The third component of this research involved examining efforts in both neighboring and competing states in their successful efforts in promoting small-business growth.

CUED's report argues that there is a new economy emerging in Virginia, which stems from knowledge-based firms. The prosperity of Virginia will depend upon how the Commonwealth assists in creating climates for growth and success for these emerging small firms. These companies will thrive on innovation, creativity, and quality. In short, these emerging new companies are the new breed of entrepreneurial ventures.

Among the critical factors identified in this report in supporting small and emerging business growth are:

- Availability of capital, especially seed funding
- A trained workforce both university trained and skilled technical assistance
- Technical assistance to technology based firms
- Technology transfer mechanisms
- Proactive business environments

This research found that Virginia is not proactively and aggressively courting small and emerging businesses in its economic development programs as much as it is more mature businesses. Researchers discovered that Virginia's training assistance programs target relocating and expanding businesses and leave little to the small business segment. Furthermore, the report recognizes that one under-recognized resource in economic development is the Virginia Community College System.

Additionally, the study recognizes the need for small business training in the essentials of planning, launching and managing a small enterprise. Solid business-plan development skills are a requisite for all emerging ventures especially those in technology. Entrepreneurs interviewed in this research indicated a strong desire and need for available, affordable entrepreneurial training programs in areas such as business plan writing, financial planning, finding capital, marketing, and the ability to convey business ideas.

Responses in this research also indicate the lack of knowledge of available technical assistance and training by entrepreneurs. When asked which services they were familiar with as listed in the questionnaire, many replied that they were unaware of any services. Providers and users are not communicating, and the resulting information gap is a significant marketing problem for community colleges. The study also found that even given the placement of Small Business Development Centers (SBDCs) with community colleges, the link between technical assistance providers and users is generally weak.

The Northern Virginia Regional Partnership Workforce Development Survey for the 2nd Quarter 1998 determined that, among other factors discovered, regional high technology companies are experiencing shortages; 22,987 vacancies among Northern Virginia's technology firms during the reporting period. Most sought-after skills are in programming and data base administration. More than 70% of the respondents indicated interest in partnering with local educational institutions in filling job vacancies, training, and retraining. Needs identified through this survey include supervisor/management training, computer literacy training, job-specific technical contract training; human relations skills (Stough, R., Trice, M, 1998).

In 1993, the Virginia Chamber of Commerce identified five areas that included coordinating workforce training and education programs to meet specific needs of Virginia employers in offering programs to assist small businesses on competitive financing alternatives. Additionally, in 1994, the Business Sector Advisory Councils of Opportunity Virginia, a strategic-planning initiative in Virginia, recognized six important economic development factors that included training programs designed for each locale, attracting more minorities and women into Virginia businesses, and an emphasis on technology transfer to the workplace (Jackson, 1996).

The Virginia Community College System (VCCS) in 1994 created Virginia Works, which is a program designed reorganize the community college effort towards the needs of business and industry for workforce development. (A thorough discussion of Virginia Works is included in Chapter 5.) Virginia Works has established selected, specialized services to business and industry through its "Institutes of Workforce Excellence." Unique training needs of each community college region are identified and satisfied by the local community college. Regional partnerships with various stakeholders in each service region, including community college leaders, were established and continue to work together to further the development of Virginia's workforce.

Peterson (1998) had James Jackson survey the presidents of each Virginia community college and tallied the following data. Between 1995 and 1996, over 3,000 employers received workforce training through contract and open enrollment courses. Individual community colleges provided various degrees of training to companies employing between four and 1,500 employees. Northern Virginia Community College served over 200 employers during this period.

Jackson's survey results indicated that there is a growing number of specialized centers and services being established in response to changing needs of communities and businesses. There appears to be a high level of partnership activity between community colleges and their local industries, and this includes curriculum development and support.

During this same period, Virginia community colleges delivered workforce noncredit courses to nearly 68,000 individuals and by 1997, the VCCS served over 90,000 individuals (House Document No. 85). Twenty-two colleges offered training in ISO 9000 certification while fifteen colleges offered training is ISO 14000 certification.

In a separate doctoral research project, Jackson (1996) provided each of the 23 Virginia community college presidents with an analysis of that region's customer perceptions of the college's workforce training service programs. This survey targeted businesses employing more than 25 employees, but fewer than 500, and focused on the following four questions:

1. Is a quality workforce available to Virginia employers?
2. What are the workforce training and service needs of business and industry in Virginia?
3. What organizations are providing training and services--are needs being met?
4. If not, what barriers exist?

This survey was conducted by the VCU Survey Research Laboratory with data of employee size furnished by the Virginia Employment Commission. Business employing more than 25 employees were surveyed.

Jackson's survey missed the employing of under-20-workers category of Virginia's small businesses, which is estimated to be approximately 60% of all small businesses in Virginia

(Small Business Profile, 1997). However, his conclusions are valuable for needs determination since the vast majority of responses from all regions of Virginia were from those firms employing between 25 to 99 employees. His findings for training and education needs include:

- Computer and computer literacy
- Supervision/management training
- Human relations skills
- Licensure and certification courses

Importantly, the study discovered that there are significant gaps in the types of training provided by Virginia's community colleges; a lack of specific training and course timeliness, lack of industry-specific training, and lack of on-site training. College degree credit and public funding were not very important to small businesses (Peterson, 1998).

Although there have been instances of needs assessment in Virginia scattered across the state, there has been no consistent or standardized assessment performed in recent years. The Virginia Small Business Development Center has been charged by the Small Business Administration to develop such a state-wide needs assessment for its next recertification (Moore, 1999). The Virginia Department of Business Assistance has formed a study committee to work on this problem.

Yet, there have been several attempts in various locations to determine training and education needs of local small businesses. The Federal Reserve Bank of Richmond (1997) initiated a study, Survey of Small Business Owners; Assessing Capital and Other Resources, which was designed to determine the needs of small businesses relative to capitalization requirements. The partial results from this study indicate:

1. 80% of respondents founded their own business.

2. Sources for financing their business include credit cards, business earning, commercial loans, family loans, and loans against personal assets.
3. Insufficient collateral or no personal loan guarantee offered were the two top reasons for loan rejections.

Perhaps the remarks gathered on the surveys reveal more needs of small businesses (Appendix E). These responses ranged from questions on what programs are available to assist small businesses in financing operations to needing guidelines for structuring multi-source business financing. One interesting comment was "How can I get past a bad credit history and still get a loan?" Although the survey was oriented to financial needs of small businesses, it does provide additional curriculum information as to what small businesses need for education and training.

The Fredericksburg Regional Chamber of Commerce and the Rappahannock Region Small Business Development Center conducted a regional (Spotsylvania and Stafford Counties, Virginia, and the City of Fredericksburg) needs-assessment survey to determine some general concerns of small business owners, to identify small-business training needs, and to identify business research uses and needs (Gagner, et al, 1997). Appendix F contains the survey instrument used. Nearly 500 small business owners were mailed surveys and a random sample of 30 from the returned surveys were analyzed. Major concerns and problems include:

- Cash flow
- Customers
- Personnel
- Competition
- Marketing

- Sales
- Time Management

General concerns include marketing strategies, human resources, local economy and government rules and regulations.

Additional input noted that 63% of businesses use training seminars with 40% very satisfied with training and 17% satisfied. Nearly 77% of businesses prefer single-session, daylong training emphasizing needs in marketing research and planning, advertising and sales promotion, and strategic planning.

Various Small Business Development Centers (SBDC) scattered across the state have conducted their own local needs assessments. Business start-up counseling is a high-need priority for small businesses (Moore, 1997). For example, the 1997 Counseling Report (Exhibit G) indicates that counseling in Business Start-up represented 42% of total cases counseled. This was followed by Sources of Capital, 21%, and Marketing/Sales, 18%. The SBDC at Wytheville Community College reports that nearly 70% of its counseling is with start- up companies (Wytheville Community College Objectives).

In analyzing the Virginia SBDC Training Report for 1997,which includes input from all of Virginia's SBDC organizations, nearly 2,573 individuals received training for a total of 27,655 contact hours. Pre-Business Planning ranked number one with 38% of the course offerings followed by sessions on Marketing and Sales at 12%. The balance of offerings is scattered from topics on Veteran Outreach to Minority and Women Owned Businesses. Appendix G provides the results of the report and additional details for curriculum development in entrepreneurship education.

In 1998, the Greater Richmond Chamber of Commerce initiated a survey of its small business membership with the following training and education needs being determined. The question was posed "What concerns your business most?" The highest- ranked response was Marketing with 20% of the responses, followed by Cash Flow (13%), and Competition-Domestic with 13%. Government regulations were rated fourth at 10%. When asked which government agencies, rules or regulations most impeded the business, Payroll Taxes received 17% of the responses, Employee Benefit Regulations at 11%, and OSHA and Wage Reporting 10% each.

The survey also asked which seminar topics are of interest. Not surprisingly, 19% of the respondents indicated a strong interest in Marketing while an additional 13% suggested Advertising. Sales as a topic came in third followed by Networking and the Internet with all three topics ranked at 11% each. Business-Plan Development was ranked sixth with a 9% response rate.

Summary of Findings

From Dennis' works (1997), the problems and priorities facing Virginia small businesses are costs of operations and overhead, government regulations, and cash flow. The National Council for Urban Economic Development (1997) research notes that seed funding, technical assistance and transfer of technology, a proactive business community, business plan writing, financial planning, finding capital, marketing, and communications are the priorities of emerging businesses in Virginia. The Northern Virginia Regional Partnership study reinforces the need for continued collaboration with local educational institutions for workforce retraining.

From Peterson's (originally performed by Jackson, J.) study (1996) of business needs in Virginia, conclusions drawn are that Virginia businesses need computer and computer literacy training, supervision, human relations, licensure and certification. Chambers of Commerce and

SBDCs found training needs in cash flow, customers, personnel, competition, marketing, and time management. The SBDCs are spending the majority of their training and counseling efforts in business start-up activities.

CHAPTER 5.

Entrepreneurial Community College; Bringing Workforce, Economic, and Community Development To Virginia Communities

Community colleges, for many reasons, are moving to the forefront of workforce and economic development since these colleges are located at the grass-roots level in their service regions. State legislators are funding community colleges for these training and retraining programs. Today's community colleges go far beyond the traditional vocational and general education programs of the recent past, yet many still need to adopt a more market-driven approach to workforce and economic development programming. This is due primarily to changing knowledge and skill requirements of the workforce. It is also due in part to ever-changing demographics in America.

For the first time, women and minorities out-number males in the workforce. Enrollments in colleges are changing, with large influxes of Asian-American male and female students. With the rapid changes in technology, many of the current workforce members will have to be re-trained. Hirshberg (1991) estimated that 80% of the people in the workforce as of 1991 would still be in the workforce in the year 2000. This translates into a need for skill development and retraining since job-skill requirements are changing. Community colleges are in a unique situation to train and retrain today's workforce, due to their proximity to local communities.

Since the beginnings of the community college in the United States, the function of these colleges has incurred little change in focus. However, content of programs has undergone redirection with a new emphasis on workforce, economic, and community development in addition to traditional course offerings.

Community colleges are bridging the gap between existing workplace skills and employer-required skills. By offering programs on a contractual basis for public and private employers, for example, they are becoming the primary providers of workforce training.

Employers invest nearly $30 billion annually in employee training. Community colleges can provide training more cost effectively than many other public and private sector organizations because most have the capacity to provide technical training already or can develop it at a lower cost (Hirshberg, 1991). These colleges offer a great value to businesses since most of their credit and noncredit offerings are 10 to 20% less than those programs offered through the private sector. According to Cohen (1995), community-college instruction costs about one-half of four-year college instructional costs.

Some colleges provide a "guarantee" that allow graduates of technical programs to continue taking courses free of charge until the employer is satisfied with the employee's new skill level. Certainly, this is innovation in action and entrepreneurial. Grubb (1997) argues for the creation of an entrepreneurial college within the traditional community college that would focus on workforce, economic, and community development.

Traditional Community College

Contrasting the traditional community college with the idea of the entrepreneurial college is quite difficult since there are no clear-cut boundaries between the two. In the traditional community college, three areas of concentration are normally found. The first, degree-granting and certificate programs, is nearly always at the heart of the traditional community college. Offering these credentials lends credibility to an institution of higher education, since many of these degree courses are transferable to four-year institutions and are recognized in the job market as evidence of successful completion of formal training and education.

The second area of education and training found in traditional community college programs is job preparation. Oriented to a specific group of students, these courses are normally short-term, do not lead to a credential, are usually noncredit, and are oftentimes offered at times working adults can attend. Some of these courses will also be remedial. Examples of these courses are found with those types funded by the Job Training Partnership Act (JTPA), welfare-to-work programs, and state grants for dislocated workers. The focus in each is on a special need of a specific type of student.

Third, community colleges offer a wide variety of community enrichment in the form of noncredit programs and courses. These are normally not occupationally related, although real-estate licensure preparation and appraisal exam prep courses might be found in these programs. Many courses are oriented to learning crafts, hobbies, language, and other interests found in the local community. Some courses are targeted at particular student groups (e.g., the elderly, expectant parents).

These programs are not focused on occupational and economic goals of students. Yet, as with the real-estate prep courses, some overlap does exist with the other two traditional areas of the community college.

Entrepreneurial Community College

In contrast to the traditional community college, the entrepreneurial college, which would be found within the community college, would be designed to capture an entrepreneurial spirit of the college and its various stakeholders. The entrepreneurial college would be market driven and customer oriented. It would thrive on innovation, creativity, and calculated risk-taking. This "college within a college" would be responsive to external stakeholders.

By its nature of being flexible, the entrepreneurial college would not simply respond to needs, but would create conditions that demand its services (Grubb, 1997). It would be non-traditional in its offerings, for the most part noncredit. It relies on community-based programming (C-BP) whereby there is a cooperative process, or collaborative process, involving a series of sequential steps that are coordinated by the leader (the community college) in identifying community needs (Holub, 1996). It is a collaboration of the community citizenry, leaders, community-based organizations, and business and industry representatives and the community college. In short, the entrepreneurial college is a partner in bettering the local community.

There are three non-traditional activities found in the entrepreneurial college: workforce development, economic development and community development. As with the traditional college, there are no clear-cut boundaries between the three and overlapping does exist between the three and even into the traditional college arena.

Types of educational and training programs characterize the workforce development provided. The first area is training employees at particular firms or contract services. The employer is the customer not the students. It is the employer who is the designer of the general course-content parameters. With contract training, colleges provide a critical economic and workforce development tool and gain additional revenue as well (Hirshberg, 1991).

Another type of contract work is a cooperative education program where classroom learning and practical, paid, on-the-job experience are combined to benefit both the employer and the student. This approach is beneficial in retraining and developing new skills. For example, Hirshberg (1991) notes how Mitre Corporation of McLean, Virginia has teamed with Northern Virginia Community College in such a cooperative educational program.

Economic development benefits the greater local community. Courses offered are nontraditional, noncredit ,and benefit the community as a whole. Normally, industries are identified and clustered in terms of similar training needs. Technology transfer becomes a major part of economic development whereby new technology is introduced to industry in the local community thereby enhancing the development of the local economy.

In economic development , it is imperative that community college leaders adopt environmental scanning to determine the education and training needs of the community. This translates into assessing trends, demographic shifts, events, and emerging issues in the economic, political, social, technological, and ecological environments.

Economic development requires the collaboration of all major stakeholders in the local community to include the leadership of the community college serving the area. Community-college presidents and workforce/economic development directors and other leaders need to be involved in attracting new businesses to the local area.

Community development (sometimes referred to community enrichment or excellence), the third component of the entrepreneurial college, is distinguished from workforce and economic development in that it has a broader focus and its primary emphasis is neither economic nor occupational. The goal of community development is to promote the well-being of the local community in political, social, and cultural areas.

An example of these types of programs is the Tech Prep programs that are commonplace today on community college campuses nationally. In the 1980s, Dale Parnell proposed a high school/community or technical college program of formalized studies by integrating the 11th through the 14th years of occupational-technical curricula (Prager, 1994). In essence, Parnell proposed a different type of college prep, blending liberal and practical arts, and concluding with an associate's rather than a baccalaureate degree.

Other community-development programs include dual-enrollment tracks. Here high-school students earn community-college credit during their high-school enrollment by taking credit courses at the local college while enrolled as high-school students.

An interesting and aggressive model of the entrepreneurial college is found in North Carolina. The North Carolina Community College System (NCCCS) has as its underlying concept to support the economic growth and prosperity of the state through education. More importantly is the emphasis economic development has in NCCCS' working mission statement.

There are five key elements of workforce and economic development programs within the NCCCS. Occupational Continuing Education focuses on providing new and expanding businesses across the state with free training programs. Over 25,000 North Carolinians who have assumed new jobs with these types of companies have been trained through this program.

The Customized Training for Focused Manufacturing program provides special training to similar manufacturing organizations. In 1997, this program provided training to 711 companies and almost 9,000 employees, mostly upgrade retraining.

Small Business Center Network is similar to the Small Business Development Center (SBDC) concept, which is a federally funded program designed to provide free consultative services to small businesses. At each of North Carolina's 58 community colleges, free counseling and business-related seminars are offered.

One of the primary missions of the NCCCS is to provide educational opportunities for adults 16 years of age and older who are out of school. Nearly 15,000 classes located at work sites, churches, community centers, schools and libraries, prisons, and community-college campuses are offered each year.

There are other initiatives working within NCCCS. Examples are Worker Training Tax Credit program; Pathways to Employment, working with welfare reform initiatives; and JobLink a one-stop career center at locations across the state. Such programs show additional efforts by NCCCS in its economic and workforce development programs.

The Virginia Community College System (VCCS) has as its mission to assure that all individuals in the Commonwealth are given continuing opportunity for the development and extension of their skills and knowledge. This working mission provides the direction for the VCCS in providing top-quality education and training programs geared towards associate's degrees, certificate programs, occupational-training, specialized training for business and industry, and continuing and developmental education.

Virginia Works is a VCCS program implemented in 1994, designed to facilitate workforce and economic development in Virginia (Peterson, 1998). Goals and objectives of Virginia Works include:

- To improve the quality of life for citizens of Virginia by increasing the availability of high-skill, high-wage jobs;
- To attract business and industry with high-skill, high-wage jobs;
- To improve productivity, competitiveness, and profitability of existing business and industry;
- To strengthen the quality and availability of workforce services;
- To form alliances between VCCS, business, industry, government, education and communities.

Virginia Works has established several strategies to accomplish these goals. First is the creation of "classrooms of the future" by maintaining and providing a comprehensive, up-to-date curriculum in occupational/technical programs. Secondly, Virginia Works will deliver a quality set of workforce services needed by business and industry across Virginia.

Another educational initiative in Virginia is through the development of local community alliances, established to provide a full array of education, employment, and training services. These partnerships consist of every stakeholder involved with workforce and economic development. Virginia Works is the coordinator of these alliances. An example of this partnering is the Southwest Virginia Manufacturing Technology Center, an alliance established by Mountain Empire, New River, Southwest Virginia, Virginia Highlands, and Wytheville community colleges. Here participants receive customized training and retraining oriented to the specific employment skills of Southwest Virginia. Eastern Shore Community College is planning to build a multi-use structure for workforce development training through its partnering activities with business, industry, and government.

Virginia Works has established selected, specialized services to business and industry through its "Institutes of Workforce Excellence." Unique training needs of each community college region are identified and satisfied by the local community college. For example, Lord Fairfax Community College targets training programs to the plastics, printing and publishing, food service, and machine trades. The Prince William Business Academy focuses on first-line supervisory, managerial, and work-related skills for hourly wage employees in retail, wholesale, and service sectors.

Noncredit education for workforce training in Virginia received a boost from the Joint Subcommittee studying workforce and economic development (House Document No. 85). The subcommittee's report was the basis for its 1998 legislation. The Virginia General Assembly adopted legislation that charges the Virginia community colleges as the central coordinator of statewide workforce development: "The Virginia Community College System shall be the state agency with primary responsibility for coordinating workforce training at the postsecondary to the associate degree level" (House Document No. 85).

A second piece of legislation created the Statewide Workforce Training Council (SWTC). Representatives from business and industry, government, and key state education officials comprise the membership. This 23-member body is charged with serving business and industry throughout the Commonwealth by identifying and meeting workforce-training needs. The VCCS will provide administrative and staff support for the SWTC (Graham, 1998).

Senator Charles Hawkins remarked that "this legislation will probably have as much impact on the average Virginian as the concept of the community college when it was put into place" (Peterson, 1998). The legislation provides funding for specific initiatives including funding for noncredit courses.

Regional workforce-development centers will receive $600,000 per year over the 1999-2000 biennial budget to fund 75% of operating costs. Four workforce-development centers will be established at Paul D. Camp, Thomas Nelson, Danville, and Central Virginia community colleges. Each will have one full-time equivalent administrative position.

The Statewide Workforce Training Council is funded at $137,500 per year. Ten full-time equivalent positions at Virginia community college campuses are funded at $500,000 per year. The positions are for Workforce Training Coordinators. Lastly, $750,000 in each year has been budgeted for noncredit instruction. This type of instruction is defined in the Act as "noncredit training and retraining courses and programs of varying lengths to meet the needs of business and industry in the Commonwealth" (Graham, 1998).

Funding was also generated for the Regional Competitiveness Program (RCP), an on-going local initiative designed to promote local economic development. The RCP is intended to encourage regional efforts in identifying key issues affecting economic competitiveness and to support regional, cooperative initiatives designed to address those issues (Hollifield, 1998).

One very active RCP is the Northern Virginia Regional Partnership. This RCP recently introduced six new initiatives to offer short-term training at local colleges and universities in technology fields, providing people with skills needed to fill some of the area's thousands of vacant high-technology jobs. The Annandale campus of Northern Virginia Community College is the site for one of these initiatives, called the Technology Retraining Internship Program (TRIP). The program, which began in January 1998, has recruited nearly 25 students with non-technical, four year college degrees, and works with them for six months retraining them to fill computer technology positions. TRIP will retrain 100 students through 1999. Funding for these courses comes from the Regional Partnership.

In conclusion, there are three elements stressed throughout this report. First, the community college must continue the collaborative approach between the traditional college and the entrepreneurial college. Both must have the same vision and mission for the college.

Secondly, creative and innovative funding schemes need to be developed to support these mostly noncredit programs. Arbitrary percentage splits are not workable and funding from the state level needs to be based on Full-time-equivalent (FTE) formula. Entrepreneurial college programs need to be self-sustaining.

Lastly, evaluation of entrepreneurial college noncredit activities needs to be addressed. Output measurement based on enrollment is simply not enough. Again, creativity needs to be introduced into the evaluation model to properly assess outcomes from these programs. It is argued that results of an effective entrepreneurial college are measured by output: new jobs created, retraining accomplishments, economic growth in the community.

Most important, the community college efforts and initiatives in workforce, economic and community development need to adopt the market-driven approach of the entrepreneurial college. Additionally, leaders within community colleges should adopt the entrepreneurial mindset, which includes being innovative, creative, taking calculated risks, and providing visionary guidance. Future successes of community colleges in workforce and economic development will depend on the extent to which these institutions adopt the entrepreneurial approach in order to compete with other private and public institutions of higher education.

CHAPTER 6

Proposed Curriculum for Credit and Noncredit Studies in Entrepreneurship and Small-business management

From the results of this study, it is evident that community colleges throughout Virginia need to establish stronger programs of study in entrepreneurship. The purpose of this chapter is to provide a model (Appendix H) for such a program, which includes identifying needs, curriculum development, and suggested implementation strategies. The target market includes certificate and degree-oriented students and small-business owners interested in developing small-business and entrepreneurship skills.

The purposes of the program are to a) provide participants an awareness of entrepreneurship, b) offer skill building in starting and managing a small business, c) develop skills in recognizing those ideas that can be capitalized and converted into opportunities, d) develop knowledge on building an organization that can carry out the mission, and e) recognize those resources necessary to capitalize on the business opportunity. The program will also assist participants in recognizing where the entrepreneur can turn to for help in identifying and solving problems. It all starts with a properly constructed needs assessment.

Needs Assessment

Nelson and Piland (1982) note that a properly designed needs assessment will identify business interests, needs, and concerns will provide a network of key people in the community who will serve as resources and will serve as guidelines to identify future small-business programs. This assessment is crucial in identifying training needs in the local community, primarily in noncredit activities.

To determine interest in such a program, Appendices B (Student Entrepreneurship Education Survey) and I (Noncredit Needs Assessments) contain suggested survey instruments that should be disseminated to all local small businesses within the service region of each community-college campus and current enrolled students. Partnering with the local chamber of commerce is one means of developing a mailing list. Another source is the local Small Business Development Center (SBDC). Surveyed students should encompass all majors within the college community and not be restricted to business majors.

Once the survey results are received and evaluated, and the needs in the business and campus communities are established, the final program can be designed. The needs assessment is the critical success factor in designing the program's content. This initial approach to identifying what the customer wants and needs is market-driven education and training, and represents a departure from the traditional approach of offering programs and waiting for the customer to buy. This new approach is entrepreneurial for both credit and noncredit programs.

Advisory Board

Since this program is community-development oriented, it is vital that the local business community be involved from the beginning. Membership sources include the chamber of commerce, local professional organizations, respondents from the needs survey, faculty, staff, and students. This board will be useful in identifying subject matter for both credit and noncredit courses and programs, classroom guest speakers, sites for class visitations, helping to promote the program, and assisting in evaluation of classes and course content. The board can truly become a "cheerleader" for the college and the entrepreneurship programs.

Funding Considerations

It is suggested that Federal and State funding sources be investigated to help financially in launching or expanding the program. One important affiliation is with a Small Business Development Center (SBDC) at the college. This organization is a proven vehicle for assisting small businesses from concept through growth stages. The Small Business Administration has grant programs for small business assistance including the SBDC effort.

Other sources for program start-up and grant funding include (Timmons, 1999):

- The Kauffman Foundation
- The Coleman Foundation
- The Franklin W. Olion Foundation
- The Reynolds Foundation
- The Ted & Vivian Johnson Foundation
- The Koch Foundation
- The Manchester Craftsman's Guild in Pittsburgh
- Additional support can be obtained from the local chamber of commerce.

(All of these organizations have websites containing detailed information and many offer grants for startup programs in entrepreneurship education).

Chambers of commerce will provide mailing lists, some volunteer time, and networking. Chambers are also an excellent speakers' platform where college leaders can promote programs. Tuition from such events will also provide funding support along with direct funding from the college, usually in providing faculty and staff.

Promotion and Public Relations

Several strategies are available for promoting the program. Chamber of commerce newsletters are an excellent way of low-cost advertising. Articles in these new letters are also good public relations tools. Mailings to small business owners and the current student body at the college can be undertaken. Guest speaking by the college staff at social and professional organizations can also aid in positioning the program.

On-campus activities, such as a college-wide student business plan competition, will spur interest in entrepreneurship. Appendix J contains a sample student business plan competition that has been successfully run for many years at George Mason University, Fairfax, Virginia. Student organizations in entrepreneurship are another campus activity to promote entrepreneurship interest.

College-Community Relations (CCR) efforts are a requisite for successful programs throughout the college and are especially important in positioning new programs. The following questions provide a basis for auditing existing CCR programs or a foundation for developing one:

1. Do you have a written CCR plan and program?
2. Is your plan for a specific period of time?
3. What is your vision for the CCR program for the next five years?
4. What is the mission of the CCR program?
5. Does your plan contain specific short-term goals?
6. Does your plan contain specific long-term goals?
7. Are activities outlined in detail?
8. Are individuals assigned responsibility for each of these activities?

9. Are there written contingency plans, (e.g., crisis communication)?
10. Do you have a formal assessment or evaluation program for CCR?
11. What are you attempting to accomplish with your evaluation plan?
12. What assessment techniques do you employ to determine the effectiveness of your CCR plan?
13. Do you have a continuous environmental scan of both the external and internal environments relative to your organization?
14. Do you employ outside consultants in evaluating your CCR program?
15. Are you aware of the National School Public Relations Association (NSPRA), which provides numerous checklists for formulating public relations plans?

Entrepreneurship and Small Business Management Program

The entrepreneurship and small-business management program is oriented to credit and noncredit students and participants. Results from the needs assessment will identify interest from students and the local community in specific areas of study. It is critical that a proper needs assessment be designed and a survey conducted in order to determine market expectations.

Credit Course Program

Listed below are several activities that can be offered in the proposed credit course program of study in entrepreneurship. These courses will lead to the following:

1. Certificate in Entrepreneurship by completing the first 12 credit hours listed.
2. Advanced Certificate in Entrepreneurship by completing an additional 12 courses.
3. Associate of Applied Science in Entrepreneurship by completing 15 hours of restricted electives in addition to the Advanced Certificate requirements.

The model, a listing of suggested course topics for the credit course program, is as follows. Each course is a three-semester hour credit course. Appendix K denotes the model for credit courses.

The college catalog should be consulted for complete requirements for the AAS degree. It is the central theme of all entrepreneurship courses to be skill development oriented, with emphasis on practical applications of the topic material. Each course will be augmented with guest speakers from the local business community and semester-long projects, such as business plan development, are encouraged. Four sample entrepreneurship course syllabi are contained in Appendix L. These courses have been classroom implemented and evaluated by this author and are proven popular with students. Practical applications of the theory presented become a real learning experience.

Tidewater Community College and New River Community College offer an Associate's degree in business with an emphasis in entrepreneurship. Appendix L also contains information on Tidewater's program. New River Community College offers the AAS degree as well with a concentration in entrepreneurship and small-business management.

Noncredit Program

Possible noncredit activities are listed on the survey instrument assessing noncredit interests (Appendix I). Although surveying directly the Virginia business community for interest in entrepreneurship and small-business management activities was not part of the scope of this research, this suggested needs assessment instrument is a starting point for the development of a formal needs assessment and programs for local business and industry. Again, the needs assessment plays a vital role in the development of specific course activities.

Implementation Strategies

Each community college will have to address such program implementation issues as budgeting, curriculum approval, scheduling, staffing, facilities, and other implementation issues. The uniqueness of each Virginia community college as it relates to its students and businesses within its service region, makes the implementation process different across the state. Some colleges will be more entrepreneurial oriented and will recognize significant opportunities in developing and offering courses in entrepreneurship. Others will be caught up in the bureaucratic problems and will proceed more conservatively. There are no cohesive and generic implementation strategies except for those developed by each individual college.

Course Evaluation

Feedback on the quality of each class is necessary. Appendix M contains sample noncredit program evaluation forms that are to be completed by each participant upon completion of either a credit course or a noncredit activity. Standard community college credit course evaluation forms are to be used in evaluating credit courses. These individual course evaluations are combined with other feedback (such as Advisory Board member input, telephone surveys) in order to evaluate the total program in entrepreneurship education.

CHAPTER 7

Conclusions and Curricula Proposal

Entrepreneurship and small businesses are the driving force in America today. It is an obligation of the community college, with its grass-roots orientation, to offer courses in entrepreneurship in order to bolster the local-area economy. However, it is evident from this research that most of Virginia's community colleges are not attuned to the interests of their students in entrepreneurship and small-business management credit courses. Most of the colleges, but not all, are pursuing noncredit activities. Yet there is still more need to determine more strongly what local small businesses really want in training and to communicate to the community what services and programs are available.

This paper has provided a model for the development of such a program. By combining noncredit activities with credit offerings, the program will attract the largest possible segment of participants from the local community. Noncredit one-day seminars, short-term workshops, noncredit courses are all possibilities. Credit courses that lead to certificates and degree programs allow for the advancement of learning entrepreneurship and developing the mindset of the entrepreneur.

In conclusion, with the ever-changing environmental factors affecting community colleges, it is imperative that the new leadership of community colleges possess the necessary skillsets and the mindset to effectively lead. This requires a new thinking, a new mindset in which leaders need to be creative, innovative, visionary, and entrepreneurial in approach. This leadership paradigm shift is away from traditional thinking to that of the entrepreneur. Palmer points out that the contemporary climate requires leaders who are not only able to carry out day-to-day college operations effectively, but who are also able to critically analyze, define, and communicate the educational purpose of their institutions (O'Rourke, 1997). Success of community colleges will be judged on the quality of student outcomes with less emphasis placed on headcount and more placed on measurable objectives, relationships to external needs and preparation for the workforce (Armstrong, 1995).

Recommendations for Further Research

This research, a blend of qualitative and quantitative research methodologies employed in this study, clearly indicates the strong need in Virginia's community colleges for further efforts towards entrepreneurship and small-business management educational opportunities. Further studies need to accomplish the following:

1. Enlarge the scope of student interest by surveying a representation of the total college population not simply business majors.
2. Work with the Virginia Small Business Assistance agency and the local SBDCs in developing needs assessment standards for determining local interest and need in noncredit programs.
3. Develop detailed analysis of student interest for each participating community college, to include interest by variable, gender, enrollment status, and age.
4. Analyze data results by rural colleges and urban colleges to determine any significant differences.

Appendix N provides statistical data on the VCCS and points of contact (presidents) that were used in this study. All community colleges that participated in this work provided, for the most part, timely and detailed information.

References

Center for the Study of Community Colleges (1994). Entrepreneurship training in American community colleges. A report to the E. M. Kauffman Foundation, Center for Entrepreneurial Leadership. (ERIC Document Reproduction Service No. ED 365 393)

This study was designed to determine the scope of entrepreneurial education in community colleges located in major urban population centers and to connect that information to occupational training in other areas. A thorough search of the ERIC literature, coupled with interviews with administrators of entrepreneurship training courses, revealed that colleges' involvement ranged from fully integrated programs to institutes to ad hoc workshops. Most programs were found to be noncredit, continuing education, and fully funded by external sources.

Class of 1994, Annual Report: New Hampshire Technical Colleges and Institutes and NH police standards and training (1995). Concord: New Hampshire State Department of Postsecondary Technical Education. (ERIC Document Reproduction Service No. ED 381 203)

Report discusses information on enrollments, outcomes, job placement, average salaries and other general information about the class of 1994. Specifically, 52 new certificate and diploma programs and 12 new associate degree programs were established in such areas as entrepreneurship.

Clayton, G. (1990). Teaching entrepreneurship at the college level. Paper presented at the Annual Conference of the Association of Canadian Community Colleges, Prince Edward Island, 1990. (ERIC Document Reproduction Service No. ED 319 446)

Clayton describes entrepreneurship education as a means of equipping people inside and outside of a college with the skills necessary to start a business. Additionally, the argument is made that general interest business courses should focus on making people aware of the option of entrepreneurship and its risks and rewards, while courses in entrepreneurship should focus on the technical skills needed to start a business. Confederation College's 19-course program is used as a model.

Cohen, A. (1995). Projecting the future of community colleges (ERIC Document Reproduction Center No. ED 388 351)

An excellent source on projecting enrollments, demographics, economics, and public attitudes in forecasting the status of American community colleges.

Cohen, Arthur M. and Florence B. Brawer (1996). The American Community College (3rd ed.). San Francisco: Jossey-Bass Publishers.

This classic work provides up-to-date information and a comprehensive analysis of the most recent findings on the American community college. Cohen is the Director of the ERIC

Clearing House for Community Colleges at UCLA. Brawer is research director of the Center for the Study of Community Colleges.

Conklin, Karen A. (1994). Employment, salary and placement information for Johnson County Community College career programs. Overland Park, KS: Johnson County Community College, Office of Institutional Research (ERIC Document Reproductive Service No. ED 382 242)

Conklin's study summarizes the employment outlook in occupations corresponding to the college's career programs. Indications are that 1) employment will grow faster than the labor force; 2) industry employment will continue to shift from goods-producing to service producing; 3) bulk of employment growth will be in health services, retail trade, and business services. Part of JCCC's offerings include business entrepreneurship courses.

Dennis, W., Jr. (1996). Small business problems and priorities (4th ed.). National Federation of Independent Business (NFIB). Washington, DC: NFIB Education Foundation.

This work is the fourth compilation of perhaps the most extensive survey of small business owners across America. Each survey lists problem areas and respondents are asked to rank the problem from "Critical Problem" to "Not a Problem." Industry, size, location of business, and sales change are just a few characteristics that separate respondents into various categories.

Enbar, N. (april 16, 1999). For an entrepreneurial edge, go to B-school? Business Week Frontier (www.businessweek.com/frontier).

Article discusses the current demand for entrepreneurship coursework in four-year colleges and universities. Answers the question as to which colleges are spearheading entrepreneurship education in MBA programs.

Friedman, E. (ed.). Almanac: A statistical and informational snapshot of the business world today. INC. Magazine, vol. 19, No. 7, 108-118.

In this issue of INC. Magazine, Friedman takes an in-depth look at the statistical nature of small business in America. Demographics on small businesses are presented from numbers of businesses to confidence levels to ethnic businesses. Multiple sources of information are used, including the Office of Advocacy, Small Business Administration.

Grubb, W., Badway, N., Bell, D. Bragg, D., Russman, M. (1997). Workforce, economic and community development: the changing landscape of the entrepreneurial community college. A joint publication of the League for Innovation in the Community College, National Center for Research in Vocational education, National Council on Occupational Education. (ERIC Document Reproduction Service No. ED 413 033)

Focusing on nontraditional workforce, economic, and community development programs, this paper delves into the characteristics of the "entrepreneurial college." Contrasts are made

between the traditional community college and the entrepreneurial college. The paper concludes with recommendations on integrating the two colleges into one effort, including information on funding areas, and the need for collaboration in development programs.

Hernandez-Gantes, V. et al. (1995). Fostering entrepreneurship for school-to-business transition: a challenging role for Postsecondary education. American Educational Research Association. (ERIC Document Reproduction Service No. ED 383 903)

Community and technical colleges conducted a study to determine some strategies useful in fostering entrepreneurship through the use of business incubators and postsecondary programs supported. Survey results from 74 business incubators across the United States, coupled with individual interviews with business entrepreneurs, resulted in the development of entrepreneurial profiles, key factors associated with entrepreneurship, and implications for fostering entrepreneurship through the use of business incubators and community and technical colleges.

Hirshberg, D. (1991). The role of the community college in economic and workforce development. (ERIC Document Reproduction Service No. ED 339 443)

This publication offers a detailed look at community colleges and their efforts in economic and workforce development. Hirshberg analyzes the changing nature of the workforce, state and regional programs, contract job training, business development practices, and other contemporary topics. All community college activities start with developing a needs assessment.

Hisrich, R. & Peters, M. (1998). Entrepreneurship (4th ed.). Boston: Irwin/McGraw-Hill.

Emphasis in this book is on the entrepreneurial process. Major functions of start-ups and running a small business are also introduced. Each chapter provides a brief section on successful entrepreneurs.

Holub, J. (1996). The role of the rural community college in rural community development. (ERIC Document Reproduction Service No. ED391 558)

This digest focuses on the ways in which rural community colleges are serving their surrounding communities and how community colleges need to address changes in technology, the economy, social considerations, and politics.

Imel, S. (1989). Entrepreneurship education: trends, issues, alerts. (ERIC Document Reproduction Service No. ED 312 411)

Provides statistical information concerning the growth of small businesses in the 1980s. Argument is made that traditional vocational training for youths and adults has given little attention to self-employment. Given recent trends, entrepreneurship education should be incorporated into vocational curricula. Extensive print resource listing on this topic is also included.

Jackson, J. (1996). Workforce training and service needs of Virginia businesses: a survey for the Commonwealth of Virginia. Unpublished doctoral dissertation, George Mason University, Fairfax, Virginia.

A survey was undertaken to determine workforce needs in Virginia, with businesses of 25 or more employees as the subjects of the survey. Jackson also wanted to know the quality of the workforce, availability, organizations providing training, barriers to getting assistance, and requirements for special technical training.

Jellison, H. (ed.). (1983). Small business training models for community colleges. Washington, DC: American Association of Community and Junior Colleges. (ERIC Document Reproduction Service No. ED 229 062)

A study of the key success factors of nine community colleges. These factors are the college, purpose, offerings, delivery modes, operating and marketing strategies, community outreach, support services, faculty and staff, evaluation, and future directions.

Katz, Jerome A. (1992), Endowed positions and the infrastructure of entrepreneurship: 1992 updates to prior research. St. Louis: Jefferson Smurfit Center for Entrepreneurial Studies. (ERIC Document Reproduction Service No. ED 409 928)

In 1992, a project was undertaken to update research conducted in 1991 on the nationwide infrastructure of the academic field of entrepreneurship. Conclusions are that the field of entrepreneurship and its related disciplines continue to show remarkable growth, particularly in terms of the number of endowed positions and research publication outlets available. Unfortunately, an increasing amount of doctoral and professional research is being done with no tie, or even knowledge of, mainstream entrepreneurship research.

Kourilsky, M. (1995). Entrepreneurship education: Opportunity in search of curriculum. National Business Education Association, Business Education Forum.

The purpose of the article is to discuss the "why" and the "what" of entrepreneurship education. Entrepreneurship education derives its importance from three major themes: the demand for entrepreneurship education, educational access to the make-a-job option, and economic growth through job creation. A major Gallup poll is discussed that indicates nearly 70% of high school students want to start their own businesses. A thorough discussion centers on the differences between entrepreneurship education and management education. Would-be students of entrepreneurship want to create jobs instead of take jobs. They want to gain access to the knowledge and skills and the mindset needed to become an initiator.

LaFalce, J. (1992), Capital gains. Entrepreneur. May 1992.

Remarks concerning the importance of small businesses and economic growth in America.

Lankard, B. (1991). The vocational/entrepreneurship match. Columbus, Ohio: ERIC Clearing House on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 338 899)

Vocational education teaches students job-specific and employability skills. Entrepreneurship education can be fused into vocational education. Curricula for how to start and manage a company and other aspects of entrepreneurship education are introduced, and case studies from two vocational/technical schools are provided.

Lankard, B. (1995). Business/education partnerships. (ERIC Document Reproduction Service No. ED 383 856)

Between 1983 to 1988, business/education partnerships grew from 42,200 to 141,000. This digest brings a new perspective of the benefits to education and how these partnerships can benefit businesses.

Lichtenstein, J. (1987). Small business in the year 2000. In J. Bebris, Proceedings of the 5th Annual National Entrepreneurship Education Forum. Recharging the American Dream. Washington DC: The National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED 289 970)

Lichtenstein further notes that the best-paying jobs in the year 2000 will be those jobs requiring creativeness, innovation, and entrepreneurial ability.

Mees, Robert L. (1997). American community colleges: leading the way to the future. (ERIC Document Reproduction Service No. ED 411 912)

Mees discusses the mission of all community colleges regardless of region or location. All community colleges share common commitments to a) comprehensive educational program; b) teaching; c) lifelong learning; d) serving its community as a community-based educational institution; e) workforce training and retraining for business and industry; and f) open, accessible, equitable admissions for all students. The article provides a summary of the Illinois Community College System's strategic plan for dealing with issues of the future.

National Council for Urban Economic Development (1997). Promoting growth in emerging companies in Virginia; a report to the Virginia chamber of commerce. Washington, DC.

This report to the Virginia Chamber of Commerce details the need to recognize a new economy emerging in Virginia, which is focused on new technologies. The argument is excellently advanced that the success of this new economy depends upon the success of new emerging businesses that thrive on innovation, quality, and ideas.

Nelson, R. , Piland, W. (1982). Organizing small business programs in community colleges. Illinois University, Urbana Department of Vocational and Technical Education. (ERIC Document Reproduction Service No. ED 219 517)

Developed as a manual for use primarily by the vocational activities in Illinois community colleges, this article delves deeply into the why the need, the contents of a suggested program, and the benefits derived. Basic design is to facilitate small-business development and community development. Appendixes include sample questionnaires, a bibliography on small business and entrepreneurship, a timetable for implementation, and sample evaluation forms.

House Document No. 85 (1998). Noncredit education for workforce training in Virginia. Report of the Joint Subcommittee to the Governor and General Assembly of Virginia. Richmond: Commonwealth of Virginia.

An outstanding public document detailing the workforce needs of Virginia, this report became the basis for legislation passed in 1998 for workforce development programs coordinated by the Virginia Community College System.

Palmer, J. (1990). How do community colleges serve business and industry? A review of issues discussed in the literature. Washington, DC: American Association of Community and Junior Colleges. (ERIC Document Reproduction Service No. ED 319 443)

This is an in-depth review of the literature, noting the evidence of the increasing role played by community colleges in serving the needs of business and industry. The discussion focuses on what services community colleges provide; technical, job skills development, credit and non-credit courses. A major contribution is the inclusion of a 36-source annotated bibliography and a list of 25 selected dissertations.

Porter, M. (1990). The competitive advantage of nations. Harvard Business Review. March-April 1990, pp. 73-93.

Porter advances the argument that there are four factors in any nation that define the environment in which domestic firms compete. These factors are Conditions, Demand, Related, and Supporting Industries; and Firm Strategy, Structure, and Rivalry. These factors either encourage or discourage the formation of competitive advantage and determine whether or not a nation succeeds internationally in any given industry.

Prager, C. (1994). Tech prep/associate degree (TPAD) academic outcomes. (ERIC Document Reproduction Service No. ED 367 415)

This digest provides a brief description and history of the Tech Prep program. It calls for a revisit of the program in terms of its academic merits.

Price, C. (1994). Answers to the most-asked questions from entrepreneurs. New York: McGraw-Hill, Inc.

Hundreds of questions, ranging from those on whether one should start a business to how one finances a new venture, are answered in this book on entrepreneurship. Price offers detailed answers and suggested strategies along with case studies of successful small businesses.

Seeck, J. & Lucas, J. (1988). Feasibility study for establishing a small-business management course at Harper. (ERIC Document Reproduction Service No. ED 309 807)

A survey was undertaken in 1988 to determine the interest and need for a credit course program at Harper in small business management. The target population was a group of 3,170 former students who had enrolled in noncredit courses in the topic. A 10% response rate was achieved. By projecting the survey results to the 26,000 local small businesses, it was determined that there would be an estimated 130 potential enrollees each semester. Also included in the paper are samples of the survey results, comments, and the survey instrument used.

Scarborough, N. & Zimmerer, T. (1996). Effective small business (5th ed.). Upper Saddle River, NJ: Prentice Hall.

A an in-depth textbook that delves into the mindset of the entrepreneur as well treating issues dealing with small-business management.

Shepard, D. (1988). Entrepreneurship education project in vocational education programs: survey of program coordinators. Iowa State Department of Education. (ERIC Document Reproduction Service No. ED 339 899)

Results of a survey in which high response rates were received determining the effectiveness of entrepreneurship education within Iowa schools systems are presented. Results indicated that practicing entrepreneurs are involved in teacher-education programs and that the most effective way of providing entrepreneurship education is through integrating courses in the vocational program.

Stough, R., Trice, M. (1998). Northern virginia regional partnership workforce development survey 2nd quarter 1998.

Report details the training needs of Northern Virginia high technology firms. Significant shortages of computer related skills are identified and strategies are looked at for assessing these shortages, including partnering with local educational institutions.

Timmons, J. (1999). New venture creation: entrepreneurship for the 21st century. (5th ed.). Boston: Richard D. Irwin, Inc.

A classic book created by one of the most respected researchers and professors in the field of entrepreneurship. The book delves deeply into discussions of the mindset of

entrepreneurs and then discusses major new venture creation topics, such as marketing, finance, and business plan development. Timmons refers to the "silent revolution" in this book as the extraordinary power of the entrepreneurial process. Several case studies are included.

Vesper, K. (1993). Entrepreneurship education 1993. Entrepreneurial Studies Center, The Anderson School, University of California, Los Angeles.

This report is the second of such endeavors surveying four-year colleges and universities; the first publication contained 250 colleges offering entrepreneurship courses. The 1993 report notes that there are now 370 colleges offering entrepreneurship coursework. Each responding school lists the courses offered, description and history of the course, and any teaching innovations used. There is also an appendix listing the various textbooks used.

Walstad, William B. (1994). Entrepreneurship and small business in the United States; a Gallop survey report. Prepared for the Kauffman Foundation, Kansas City, MO. (ERIC Documentation Reproduction Service No. ED 393 477)

In 1994, a national Gallup Poll survey was conducted of high school students, the general public, and small business owners and managers to determine their attitudes regarding entrepreneurship. Key findings include: a) 69% of high school students and 50% of the general public expressed an interest in starting a small business; b) a gap exists in students' knowledge of entrepreneurship; c) clear majorities in all three groups expressed a desire and a need for entrepreneurship education in high schools; d) 59% of students, 73% of the general public and 89% of the business managers expressed a preference for being a small business owner over a large corporate manager.

Zeiss, P. & Hallock, R. (1987). A four-year study of the Myers Center for Small Business, Pueblo Community College, Colorado. (ERIC Document Reproduction Service No. ED 281 587)

This study was designed to determine the effectiveness of the Myers Small Business Center from its inception in 1983 through 1987. A 43% response rate was achieved from a survey of businesses assisted through the Center. The survey was conducted through telephone interviews. Some of the results were phenomenal: 90% survival rates of attendees, over $2.0 million in salaries being generated, direct Center involvement in the creation of 57 new small businesses, and in assisting 71 existing small business to survive.

Interviews

Graham, Joy. Assistant Chancellor, Public Affairs, Virginia Community College System, Richmond, VA.

Hollifield, M. Shea. Associate Director, Department of Housing and Community Development, Office of Community Revitalization and Development, Commonwealth of Virginia, Richmond, VA.

Hunn, David. Director, Northern Virginia Regional Partnership, Herndon, VA.

Jenkins, Dr. Richard E. President, Eastern Shore Community College, Melfa, VA.

Moore, Anthony. Associate State Director, Virginia Department of Business Assistance, Richmond, VA.

Petersen, Karen. Vice Chancellor for Administrative Services, Virginia Community College System, Richmond, VA.

Ralls, Scott. Director Economic Development, North Carolina Community College System, Raleigh, NC.

Appendices

Appendix A

Presidents' Survey

Virginia Community Colleges Survey
Entrepreneurship Education

Purpose

With the majority of net new job growth coming from small businesses and the fact that small businesses are an important economic driving force in America, a great opportunity exists for higher education to offer educational curricula targeted to small business ventures. This is especially true for community colleges since these institutions of higher education are close to their local communities. However, a review of the current literature indicates that most community colleges are not pursuing this opportunity.

This study determines the extent of credit and noncredit offerings in entrepreneurship and small-business management in the Virginia Community College System (VCCS). Specifically, the study determines what the VCCS colleges currently noncredit programs. Student interest in entrepreneurship education will also be determined. Furthermore, the study determines the need from local communities for educational programs in small-business management and entrepreneurship. Lastly, the study advances an argument for incorporating entrepreneurship education into workforce and economic development programs and community enrichment.

Please provide information on the following questions regarding your college's involvement in small-business management and entrepreneurship **credit and noncredit** programs. Would you please attach supplemental materials as documentation, such as course syllabi, curricula, announcements, programs, etc. I will provide the results of all three studies when complete. offer and plan to offer in the near future in entrepreneurship education, both credit and

Definitions Used in this Study

Small business is defined as a company with 100 or fewer employees.

Entrepreneurship is defined as a mindset of individuals in businesses and organizations of all sizes. It is a philosophy of leading, creating, innovation, being a visionary and an opportunity seeker. It goes beyond simple management functions of planning, organizing and controlling.

Small-business management is defined in a broad since to include functions found in all businesses, e.g. management, accounting, finance, marketing, manufacturing, human resources, and others.

Entrepreneurship education is used to incorporate the study of small-business management with particular emphasis on the entrepreneur, the entrepreneurial team, the opportunity and the required resources from the concept stage through harvest.

1. What **credit courses** does your college currently offer in the field of small-business management and entrepreneurship? Please attach course outlines and curricula data.

2. What small-business management and entrepreneurship **noncredit courses**, workshops, seminars, etc. does your college provide in your service region. Please attach programs, brochures, listing of past offerings, and other pertinent information.
I will reimburse you for any postage and handling.

3. Is your college planning to expand your **credit and noncredit courses** in small-business management and entrepreneurship?

4. Is there interest in your college in offering **credit courses** in these areas? **Noncredit courses?**

5. Is there interest from the local business community for small business training?

6. How is this interest measured? Have you recently performed a needs assessment of the small business community in your service region or have results of a survey been provided to you from another source? If yes, please attach the results of that work.

7. Is small business training and entrepreneurship an integral part of your college's workforce and economic development activities?

8. Do you currently or plan to offer **credit courses** designed to provide students practical work experiences with small businesses, such as field experience consulting courses?

9. If a needs assessment indicated a strong interest by your students in **credit courses** in small-business management and entrepreneurship would you study such an initiative? Would you consider studying the possibility of offering certificate and associate degree programs in small-business management and entrepreneurship?

10. Are you affiliated with a Small Business Development Center?

11. Do you currently have any student organizations oriented to entrepreneurship activities? An example of such an organization would be the Association of Collegiate Entrepreneurs (ACE), an international student organization that promotes the understanding of entrepreneurship.

12. Are you aware of grant funding available for small business and entrepreneurship **credit and noncredit** education and training? If yes, what sources?

13. Do you have any comments you wish to share? Thank you for your comments.

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Appendix B

Student Entrepreneurship Education Survey

STUDENT ENTREPRENEURSHIP EDUCATION SURVEY

Listed below are possible courses in entrepreneurship and small business in a **credit course curriculum**. Please indicate your interest in enrolling in these courses by checking the appropriate response. Please note that both Certificate Programs in Entrepreneurship have required courses. To obtain the Associate Degree, Certificate courses and other college credit course requirements would also have to be met.

1999	**Strong**	**Somewhat**	**Not**
	Interest	**Interested**	**Interested**
REQUIRED COURSES			
1. Introduction to Business			
2. Financing Small Business Ventures			
3. Small Business Accounting			
4. Entrepreneurship			
CERTIFICATE AWARDED			
5. Small-business management			
6. Microsoft Word and Excel			
7. Small Businesses Law and the Entrepreneur			
8. Marketing for the New Venture			
ADVANCED CERTIFICATE AWARDED			
ELECTIVES (choose as many as you wish)			
☐ Financial Accounting			
☐ Introduction to Computers			
☐ Legal Issues for Entrepreneurs			
☐ Principles of Salesmanship			
☐ Advertising Principles			
☐ Merchandising			
☐ Principles of Insurance			
☐ Principles of Management			
☐ Advanced Sales Skills			
☐ Internship in Entrepreneurship			
☐ Selected Topics in Entrepreneurship			
ELECTIVES (Cont'd… insert other courses)			
☐			
☐			
☐			
☐			

1. How would you describe your interest in entrepreneurship? Check one.

☐ I currently own my own business.
☐ I am considering starting my own business.
☐ Other ______________________________

2. What type of business are you now in or thinking about creating?

____

3. Please review the list of proposed credit courses above and answer the following questions:

- What is the likelihood you would enroll in this program? Check one.
  ☐ I am not interested in credit courses in the area of entrepreneurship.
  ☐ I might enroll in some of the courses in the future.
  ☐ I would enroll in some of the courses but not for credit.
  ☐ I would enroll in the program with the intent of procuring an Associate Degree.

- If you were interested in this program, what class times would be most convenient for you?
  ☐ Mornings during the week
  ☐ Afternoons during the week
  ☐ Evenings during the week
  ☐ Weekends

- Which day of the week is most convenient for you? Check one.
  ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday
  ☐ Friday ☐ Saturday ☐ Sunday

- Please offer any comments concerning the proposed entrepreneurship program.

____

____

____

4. Would you be interested in receiving information about a student organization, the Association of Collegiate Entrepreneurs (ACE), that provides information so you could learn more about entrepreneurship? Y__N__ Enclose your name and address.

5. Would you be interested in entering a student business plan contest with cash prize awards? Y__N__

6. Please provide the following general information:

Age___ Major_________ No. of Courses Enrolled______ Sex___(M/F) Full-time___ Part-time___

Thank you for your time completing this important questionnaire. Please return it to your professor.

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Appendix C

Local Business Community Surveys

Small Companies
1-49
177 responses
4/25/97

1. I joined the Chamber because:

	#	%
expectation	35	5%
community	104	14%
increase customers	107	15%
increase due to publications	40	5%
State Capital	48	7%
seal of good business	88	12%
health insurance	23	3%
better business person	72	10%
locally in touch	123	17%
improve the community	93	13%
someone else	2	0%
	735	100%

2. Rate your overall satisfaction with the Chamber

exceeds	19	11%
lives up to	129	73%
falls short	12	7%
falls far short	3	2%
no opinion	14	8%
	177	100%

3. Rate the Chamber in the following areas

		Excellent	Good	Fair	Poor	Don't Know
Overall	79 - 175	24%	55%	11%	11%	9%
Opp to part	84 - 180	38%	46%	8%	8%	6%
Local Pro-voice	72 - 181	24%	48%	11%	11%	17%
State Pro-voice	58 - 176	16%	42%	18%	18%	22%
reg problems	54 - 178	14%	40%	19%	19%	20%
Econ Dev	74 -175	27%	47%	8%	8%	15%
Board leadership	66 -176	21%	45%	9%	9%	20%
Staff performance	78 -176	33%	45%	7%	7%	14%
Chamber image	53- 177	38%	45%	10%	1%	6%
Value	68 179	20%	48%	22%	5%	5%
	#	2.55	4.61	1.23	0.97	1.34
	%	23.8%	43.1%	11.5%	9.1%	12.5%

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Small Companies

4. Enter 1 for each event attended

		Used	Not Used	Plan to use	Not aware of
All Council Breakfast	170	46%	34%	19%	1%
Annual Dinner	151	23%	61%	13%	3%
Biz Linc	154	47%	31%	18%	4%
Business After Hours	172	56%	27%	17%	1%
Business Growth Network	151	27%	55%	11%	7%
Business Info Center	147	26%	47%	14%	13%
Breakfast Break	153	50%	37%	10%	3%
Business Councils	162	60%	23%	17%	1%
Committees	147	31%	56%	9%	3%
Exec. Dialogue	146	22%	62%	9%	8%
Forum For Excellence	137	7%	71%	9%	12%
InterCity Visit	145	9%	64%	8%	19%
Leg. Reception	149	28%	58%	6%	7%
MCI	138	8%	80%	1%	11%
Member to Member	144	15%	67%	8%	10%
Plant Mngrs Group	138	5%	81%	1%	12%
Member Orientation	142	46%	46%	2%	5%
Seminars	157	46%	35%	17%	3%
Southern Health	144	17%	75%	3%	5%
Spring Outing	153	44%	40%	13%	3%
	#	3000			
	%				

Small Companies

5. Enter 1 for each event that is useful to your company

		Very Use	Mod Use	Not Use	Not Aware	No opinion
All Council Breakfast	141	16%	40%	18%	3%	23%
Annual Dinner	134	10%	21%	28%	2%	39%
Biz Linc	138	22%	31%	14%	4%	29%
Business After Hours	149	25%	40%	14%	1%	19%
Business Growth Network	132	21%	14%	19%	8%	38%
Business Info Center	132	17%	22%	10%	8%	43%
Breakfast Break	138	22%	31%	18%	3%	26%
Business Councils	144	31%	37%	8%	2%	23%
Committees	129	22%	21%	8%	7%	42%
Exec. Dialogue	135	19%	13%	13%	9%	46%
Forum For Excellence	124	10%	12%	15%	8%	54%
InterCity Visit	126	11%	7%	17%	13%	51%
Leg. Reception	131	10%	21%	19%	6%	44%
MCI	129	9%	12%	29%	7%	43%
Member to Member	126	7%	17%	25%	6%	44%
Plant Mngrs Group	125	8%	8%	25%	8%	51%
Member Orientation	127	20%	26%	17%	4%	32%
Seminars	138	23%	42%	6%	3%	26%
Southern Health	132	13%	14%	34%	3%	36%
Spring Outing	132	15%	35%	17%	2%	31%

6. Place a one in day and time preferred

		%			
Mon	51	13.46%	7 to 9am	104	39.85%
Tues	98	25.86%	9 to 12am	37	14.18%
Wed	93	24.54%	12 to 1pm	42	16.09%
Thur	96	25.33%	1 to 5 pm	24	9.20%
Frid	41	10.82%	5 and after	54	20.69%
	379			261	

7. Rate Greater Richmond on the following:

		Excellent	Good	Fair	Poor	No Opinion
Skilled labor	170	6%	38%	27%	8%	21%
Air Trans	174	5%	32%	34%	18%	10%
Access to dom mrkt	165	8%	53%	18%	1%	19%
Access to international	164	2%	27%	25%	10%	36%
Access to suppliers	164	12%	57%	12%	1%	18%
Bus/Gov prtship	168	8%	54%	19%	9%	10%
Community image	176	8%	51%	30%	10%	2%
Cost of Living	175	15%	67%	13%	2%	3%
Quality of life	171	30%	59%	6%	1%	4%
Quality of Educ	169	13%	41%	21%	9%	15%
Quality of college	171	28%	53%	9%	2%	8%
Quality of technical educ	167	8%	40%	22%	5%	25%
	#	246	973	400	128	287
	%	12.09%	47.84%	19.67%	6.29%	14.11%

8. Rate each item as to where the Chamber emphasis should be:

			High	Moderately	Low	Don't know
Bus retention	94	164	77%	17%	1%	4%
Crime Prevention	93	171	71%	22%	5%	2%
Downtown Dev	87	169	55%	34%	8%	2%
Drug Abuse	66	166	21%	45%	30%	5%
Econ. Dev	95	166	72%	23%	2%	2%
Educ (K - 12)	81	171	52%	29%	13%	5%
Educ (higher)	74	168	28%	46%	20%	7%
Environment	74	168	19%	55%	20%	6%
Community Leaders	84	169	40%	44%	12%	4%
Info tech	91	166	28%	53%	14%	4%
Reg cooperation	93	173	62%	31%	3%	3%
Small bus cncl	88	167	45%	43%	10%	2%
Transportation	78	169	37%	41%	17%	5%
Workforce readiness	84	169	41%	43%	9%	7%
Youth	74	166	40%	34%	20%	5%
		#	1159	941	313	109
		%	45.96%	37.31%	12.41%	4.32%

9. What concerns your business most

Cash flow	70	13%
Comp - dom	67	13%
Comp - for	5	1%
Govt reg	54	10%
Marketing	104	20%
Avail wrkers	44	8%
Training	26	5%
Taxes	49	9%
Healthcare	39	7%
Avail cap	24	5%
Technology	49	9%
	531	

9A Indicate 3 gov't agencies that impded your business

			%
OSHA	27	④	10%
Payroll taxes	47	②	17%
Env. regulations	23		8%
Min. wage rules	23		8%
Wage rpt	27	④	10%
Fed empl ben	29	③	11%
Disablities Act	17		6%
Equal opp	11		4%
Prod safety	2		1%
Pension	14		5%
Other	56	①	20%
	276		

0. In what ways has your business changed in the past year

New prod	103	24%
Eliminated prod	16	4%
Improved prod	99	23%
Decrease in qual	0	0%
Improved prod	61	14%
Decrease in prod	6	1%
Opened new stores	35	8%
Closed stores	2	0%
Cutbacks	7	2%
Increased invest	48	11%
Expand in US	25	6%
Expand abroad	8	2%
No change	17	4%
Other:	7	2%
	434	

1. Which areas would you likely seek advise

		Highly	Somewhat	Unlikely	H	S	U
Finance	151	44	56	51	29%	37%	34%
Risk Mangt	140	30	36	74	21%	26%	53%
Accounting	150	57	45	48	✓38%	30%	32%
Total qual	138	23	41	74	17%	30%	54%
Technology	146	61	55	30	✓42%	38%	21%
Manufacturing	132	8	20	104	6%	15%	79%
Bus panning	147	33	53	61	22%	36%	41%
Productivity	136	19	51	66	14%	38%	49%
Management	133	15	35	83	11%	26%	62%
Human Res	137	12	40	85	9%	29%	62%
Marketing	161	85	44	32	✓53%	27%	20%
Advertising	157	60	52	45	✓38%	33%	29%
Pub Rel	153	55	38	60	✓36%	25%	39%
	#	502	566	813	1881		
	%	26.69%	30.09%	43.22%			

12. How have you financed your company for a year

	#	%		#	%
Bank loan	67	32%	Selling AR	3	3%
Vendor credit	31	15%	Private debt	9	10%
Private loan	22	10%	Private stock	8	9%
SBA Loan	7	3%	Public stock	4	4%
Credit Card	37	18%	Earnings	44	49%
No Financing	46	22%	Leasing	22	24%
Other	0				
	210			90	

13. Whih capital needs need fulfilled

Short term	16	11%
Long term	16	11%
Both	14	9%
Other	0	0%
No unfulfilled	104	69%
	150	

14. If capital is a problem - what would you use to solve	0	0%
Reduce emp	7	6%
Reduce ben	6	5%
Close loc	2	2%
No growth	34	27%
No inventory	5	4%
No finance	13	10%
Other	0	0%
No problem	59	47%
	126	

15. If you could obtain capital how would you use

		First	Second	Third	1st	2nd	3rd
Hire emp	67	37	20	10	55%	30%	15
Inc. benefits	37	7	20	10	19%	54%	27
Open stores	30	17	7	6	57%	23%	20
Invest in new	56	36	12	8	64%	21%	14
Increase Inv	24	9	7	8	38%	29%	33
Invest in res	33	10	11	12	30%	33%	36
No changes	20	13	2	5	65%	10%	25
	#	129	79	59	267		
	%	48.31%	29.59%	22.10%			

ther: ______________________________

____

____

16. Interesting seminar topics

		%			%
Finance	23	5%	Time Man	52	9%
Account	26	5%	Listening	38	7%
Info	29	6%	Pub. Spk	41	7%
Bus. Plan	42	9%	Sales	63	✓11%
Empl. Rec	31	6%	Motivation	48	9%
Marketing	93	✓19%	Stress	39	7%
Advertising	62	✓13%	Bus Tax	16	3%
Cust Serv	44	9%	Work comp	18	3%
Qual Mang	28	6%	Health ins	19	3%
Manu Cont	9	2%	Writing	33	6%
Prod/Effec	18	4%	Leadership	50	9%
Human Res	28	6%	Networking	63	✓11%
Drugs	7	1%	Internet	61	✓11%
Public Rel	45	9%	Exp/Imp	13	2%
	485			554	

17. Seminar for large business attendance

	yes	no	
	116	51	167
%	69.46%	30.54%	

18. Business Classification

		%			%
Adv/PR	17	18%	Employ	9	12%
Const/RE	17	18%	Educ	8	11%
Fin Serv	17	18%	Retail	19	26%
Hospitality	9	10%	Comp/Tech	12	16%
Acct	6	6%	Legal	4	5%
Insurance	2	2%	Transport	8	11%
Manufact	13	14%	Other Non-Profit	14	19%
Health care	13	14%	Other:	1	
	94			74	

19. Place a one in the appropriate box

		%
Fewer than 10	85	
10 to 49	64	
50 to 99	15	
100 to 249	8	
250&OVER	2	
	174	

20. Place a one ofr each marked area

		under 1	1 to 5	6 to 10	over 10
Business	177	9	40	35	93
Chamber	168	34	72	24	38

21. Place a one in appropriate area

		%
Woman	35	
Minority	11	
Publicly	14	
	60	

22. Place a one in the appropriate box

	Yes	No	
	38	134	172
%	22.09%	77.91%	

SUMMARY AND CONCLUSIONS

Results of this study indicate that the Virginia SBDC makes an important contribution to the economic development of the State of Virginia. Our analysis indicated that long term clients of the SBDC added $139.4 million in incremental sales and 1,622 new jobs to the state. The latter number suggests that the cost of generating a new job through investment in the Virginia SBDC was $2,233 per job ($1,745 per job using the cash budget).

Estimates suggest that the one year tax benefits accruing as a consequence of the performance improvements of SBDC-counseled clients returned $2.50 for every dollar spent on the entire SBDC operation in Virginia. Our impact estimates would have been about 28 percent higher (3.20 to 1.00) had we considered only the cash budget. Furthermore, our estimates indicate that $5.90 was returned for each dollar expended counseling long term clients.

These numbers are consistent with the results and conclusions obtained from an analysis of clients' perception of the direct impact of the counseling provided by the SBDC, although the estimates from clients' direct attributions were higher. Thus, the overall benefit to cost ratio was 2.87 to 1.00 (3.67 to

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1.00 using the cash budget) using this impact estimation method. When comparing the tax revenues generated by direct sales and employment increases to the direct cost of long term counseling, a benefit to cost ratio of 6.80 to 1.00 was obtained.

Our research also indicates that clients estimated the total value of the services provided to be approximately $27.3 million, a number that exceeded the entire SBDC budget by a ratio of 7.54 to 1.00. This suggests that the clients themselves are capturing a considerable amount of benefit from the SBDC's services.

Finally, our estimates indicate that $65.9 million in capital was raised by clients as a direct result of the assistance received from the SBDC. This suggests that each dollar expended on the Virginia SBDC program was later leveraged by approximately $18.18 in debt and equity capital. From all these analyses, we conclude that the Virginia SBDC is both effective and efficient in the discharge of its charter.

The numbers presented in this report are only estimates. However, these results must also be viewed in light of the fact that they are net of all the conservative downward adjustments in performance described earlier in this report. Thus, the estimates reported herein do not consider the impact of other SBDC services, the continuing tax revenues generated by long term clients after the year of analysis, the many failures avoided through SBDC assistance, and the unviable business ideas it discouraged. Other tax revenue sources such as corporate taxes, property taxes, unemployment taxes, social security payments, and so on are also not included in the analysis. Taking these factors into account, it should be obvious that money spent on the SBDC is a worthwhile investment.

Appendix D

Initial Cover Letter to Presidents

and Follow-up Facsimile

Sample cover letter to college presidents requesting participation.

George Mason University
Center for Community College Education
Thompson Hall 221
Fairfax, VA 22030
703-993-2310

February 4, 1999

Dr. Deborah M. DiCroce, President
Tidewater Community College
121 College Place
Norfolk, Virginia 23510

Dear Dr. DiCroce:

Thank you for your interest in entrepreneurship and small business education. It is an exciting area of learning and is especially important to the economy of Virginia and local workforce and economic development. My doctoral dissertation research will yield new learning opportunities for your students and local businesses.

I am researching three areas and am soliciting input from all 23 community colleges in the VCCS and local businesses in your service region. The first step is to determine what is currently offered in credit and noncredit entrepreneurship and small business training and education and what is being planned. Attached is the survey instrument to make the determination. Please forward to the appropriate provost, dean or division heads for completion. All branches of your college should be included in the survey. Sufficient copies of the survey instrument are included.

Second, I am surveying students currently enrolled in BUS 100 classes, Introduction to Business, to determine their interest in taking additional courses, if offered, in entrepreneurship and small business. I need your permission for me to contact BUS 100 faculty to administer the five-minute survey. Would you please have someone contact me with the appropriate contact?

Lastly, results from previously conducted surveys of local small businesses in your region will be evaluated. Purpose is to determine need and interest on their part for community college credit and noncredit courses, workshops, and seminars in entrepreneurship and small business skill development. This needs' assessment will provide additional input for further development of workforce training and development activities.

The results from all three segments will be provided to you. This will certainly be valuable marketing information for curriculum evaluation and expansion of continuing education initiatives.

Thank you for your time and cooperation and I look forward to reviewing your responses. If you have any questions, please call me at 703-978-4542.

Sincerely,

Richard L. Drury

Facsimile follow-up letter to college presidents.

George Mason University
Center for Community College Education
Thompson Hall 221
Fairfax, VA 22030
703-993-2310

February 22, 1999 VIA FACSIMILE

Dr. James R. Perkins, President
Blue Ridge Community College
P. O. Box 80
Weyers Cave, Virginia 24486

Dear Dr. Perkins:

Recently you should have received a request from me to assist with my doctoral research into entrepreneurship and small-business management education and training in Virginia's Community Colleges. I hope you have received the request and that accumulation of data is in process. Determining what is being offered and what is being planned in credit and noncredit courses and programs is quite an undertaking. I fully understand that this requires a lot of effort from you and your staff but this effort should provide valuable baseline and marketing data.

The second request was for a name, or point of contact, that I will call to lead the survey of student interest in entrepreneurship and small-business management at your college. Several colleges have provided this information, however, I have not heard from your college. I have enclosed a copy of the student survey instrument for your review and information. Upon completing your review, would you please provide me a point of contact at your college? I will call that person to determine the quantity of survey forms that are required. If you have any questions on this portion of my research, please call me at (703)-978-4542.

I appreciate your cooperation in this doctoral research and assure you that I will forward the results of the project to you. Thank you again.

Sincerely,

Richard L. Drury
FAX 703-978-4542

Appendix E

Remarks from Federal Reserve Bank Survey

Selected comments from Virginia Surveys – What information do you feel you need or would like to know about financing your small business?

"When I have $25,000 in cash sitting in my checking account, getting a $5,000 loan for a computer should be relatively easy.... but it wasn't. On the advice of my accountant, I put it on a low interest credit card and paid it off in 9 months". How do you get a loan?

How do you put together a portfolio that is persuasive? How can you find banks that are receptive to small businesses?

Where can women get information about starting their own business and getting financing? What is available for women?

What are the requirements imposed upon banks to make small business loans? What are the lending criteria? What are the disclosure requirements of banks to loan applicants? Large banks don't have the time or give attention to business plans—How can you put together one that gets you money?

Are there grants or loan guarantee programs for small businesses? Where and how can you get grant monies?

What are SBICs? And can they help me get money?

I need guidelines on structuring multi-source business financing.

How do you deal with Bankers?

How can you get past your bad credit history and still get a loan?

The SBA is difficult to talk to and adds % fee to a loan that is insulting? How can you talk to them and really get assistance? "I find the process extremely tedious. The approval process seems to have little understanding of start-up businesses. The SBA process was so time consuming that my banker stopped it and sought other avenues!"

Could not qualify for a loan from a bank I have been dealing with for 13 years, but able to get a loan from (Wells Fargo in California) on my signature. Help, what do I do to get the next loan?

I had to close my business due to slow sales. I used personal credit cards and I am still paying and with the drop in income, my confidence is gone.

The process is really hard and long to get a loan ---what other sources of financing are available?

How do loans work?

How can re secure refinancing of debt to lower interest (now at 22-23%) and make monthly payment manageable? How can I consolidate all credit cards to only one that has a better rate?

Where can I go to do more one-stop banking?

"New businesses can not borrow money. You have to personally finance the deal—Period." This is true isn't it?

I want to expand—how? I need funds to expand into other states.

Selected Virginia Survey Results

- Business was established in what year?

Average startup was 1989, median was 1994 and the mode was 1996 (17% of respondents)

- You became the owner by?

80% founded their business

- What is the legal form of you business?

Individual proprietorship – 20%
Partnership – 2%
S Corporation – 41%
C Corporation - 24%
Other – 4.8%

- How much were your net sales in the previous year?

Greater than $150,000 – 33%
Less than $10,000 – 23%
$50,000 to 100,000 – 17%

- What was the total amount of capital needed to start/acquire the business?

$5,000 to 10,000 – 18%
$10,001 to 25,000 – 11%
$25,001 to 50,000 – 10%

- What source was used for the borrowed capital to start/acquire the business?

Personal loan from family – 18%
Personal Credit Card – 15%
Business loan from bank – 12%
Personal loan from bank – 9%

- What source of financing do you most frequently use in your small business?

Top 5
Credit Cards
Business Earnings
Commercial
Family
Loans against personal assets

- What have been the primary uses for your loans or line of credit?

Top 4
Working Capital
Equipment or Machinery
Business Expansion
Motor Vehicles

- Was your most recent application?

Approved – 68%
Denied – 31%

- What reasons did the creditor give for denying the firms application?

Insufficient collateral or no guarantee offered was the top reason

- What percentage of your personal income comes from your business?

76 to 100% - 45%
None – 12%
Less than 10% - 11%

- Your age is?

45 to 54 – 40%
35 to 44 – 20%

- Respondents to the survey

30% Male
70% Female

Appendix F

Fredericksburg, Virginia Regional Survey

The Fredericksburg Regional Chamber of Commerce
and the
Rappahannock Region Small Business Development Center

5 - Minute Survey

We are developing our annual work plans for 1998, and would like your input during this process. Your response to this survey is very important to us. **The information provided is confidential.** Please check all that apply. **THANK YOU** for your participation.

1. Location of Business (City/County): ________________________________

2. Number of Employees: _____1. Full-time _____2. Part-time

3. Number of Years in Business:

0.0%	1. Less than one year	16.7%	3. 3 - 5 years
20.0%	2. 1 - 3 years	63.3%	4. Over 5 years

4. Type of Business:

1. Retail
2. Manufacturing
3. Construction
4. Wholesale
5. Service
6. Import/Export
7. Other (Specify)____________________

IN TERMS OF DAY TO DAY OPERATIONS:

5. Which of the following are concerns in your daily operations (order them in the number of importance, 1 being the most important)?

1. Cash flow
2. Customers
3. Personnel
4. Suppliers
5. Financial Management
6. Competition
7. Marketing
8. Sales
9. Time Management
10. Business Taxes & Regulations

6. In reference to question #5, what is the major concern regarding your number one answer?

____
____
____
____

7. What other general concerns do you have?

____
____
____
____

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BUSINESS TRAINING:

8. Have you attended any business related seminars/workshops within the last twelve months?
63.3% 1. Yes
36.7% 2. No

9. *If yes*: Topic(s) of Seminars/workshops attended: ____________________

Satisfaction level of the seminars/workshops attended:
_____1. Very Satisfied
_____2. Satisfied
_____3. Somewhat Satisfied
_____4. Disappointed

10. *If no*: Reasons for not attending (check all that apply):
_____1. Limited time
_____2. Topics not of interest
_____3. Not aware of available seminars
_____4. Cost prohibitive
_____5. Time of day event was scheduled
_____6. Other (Specify)____________________

11. What type(s) of program topics would you be most interested in? (you may select more than one):
_____1. Business/ Strategic Planning
_____2. Sales Forecasting
_____3. Human Resource Management
_____4. Accounting/Record Keeping
_____5. Financial/Cash Flow Management
_____6. Sources of Financing
_____7. Advertising and Sales Promotion
_____8. Inventory Control
_____9. Marketing Research/Planning
_____10. Other(Specify)____________________

12. What time-frame of training would be most useful?
_____1. Single Day Conference
_____2. Single Evening Conference
_____3. Saturday Session
_____4. Multiple Day Sessions
_____5. Multiple Evening Sessions
_____6. Other (Specify)____________________

BUSINESS RESOURCES:

13. Do you use and/or refer to any business resources (i.e. trade journals, industry data, periodicals, etc.) to assist you in operating your business?
_____1. Yes
_____2. No

14. *If yes*: Check the type(s) of resources you use:
_____1. Trade Journals
_____2. Business Related Publications
_____3. Videos
_____4. Reference Books
_____5. Computer Software and/or On-line Services
_____6. Associations/Industry Data
_____7. Other (Specify)____________________

15. *If no*: Check all reasons for not using business resources:
_____1. Limited time
_____2. Limited access
_____3. Cost prohibitive
_____4. Other (Specify)____________________

16. What type of resources would you like to access?
_____1. Trade Journals
_____2. Business Related Publications
_____3. Videos
_____4. Reference Books
_____5. Computer software and/or on-line services
_____6. Associations/Industry Data
_____7. Other (Specify)____________________

In the space below, please add any comments, concerns and/or issues that you feel will help the Chamber and the RRSBDC improve its programs and/or services.

____

____

____

____

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-THANK YOU-

Appendix G

Virginia SBDC Report

Virginia Small Business Development Center
Counseling Report for Quarter Ending December 31, 1997

	4th Quarter			Year to Date		
	Number	Hours	Hours/Case	Number	Hours	Hours/Case
I. TOTAL CASES	928	13710.77	14.77	4318	41643.69	9.64
A. Type of Business						
1. Retail	154			719		
2. Service	373			1733		
3. Wholesale	35			140		
4. Manufacturing	59			330		
5. Construction	28			144		
6. Not in Business	279			1252		
B. Business Ownership						
1. Male	485			2323		
2. Female	351			1544		
3. Male/Female Co-owned	90			435		
4. No Response	2			16		
C. Military Status						
1. Veteran	97			506		
2. Vietnam-Era Veteran	31			156		
3. Disabled Veteran	8			46		
4. None	792			3610		
D. SBA Client						
1. Borrower	42			316		
2. Applicant	24			134		
3. 8(a) Client	2			10		
4. Surety Bond	0			1		
5. COC	1			3		
6. None	859			3854		
E. Ethnic Background						
Race						
1. American Indian/	19			101		
Alaskan Native						
2. Asian/Pacific Islander	28			164		
3. Black	127			668		
4. White	733			3330		
5. No Response	21			55		
Ethnicity						
1. Hispanic	21			132		
2. Non-Hispanic	903			3865		
3. No Response	4			321		
F. Areas of Counseling						
1. Business Start-Up	756			2388		
2. Sources of Capital	319			1167		
3. Marketing/Sales	337			1020		
4. Govt. Procurement	27			68		
5. Accounting/Records	101			231		
6. Fin. Analysis/Cost Control	117			360		
7. Inventory Control	4			14		
8. Engineering, R&D	9			26		
9. Personnel	167			203		
10. Computer Systems	5			18		
11. International Trade	13			76		
12. Business Liq./Sale	8			50		

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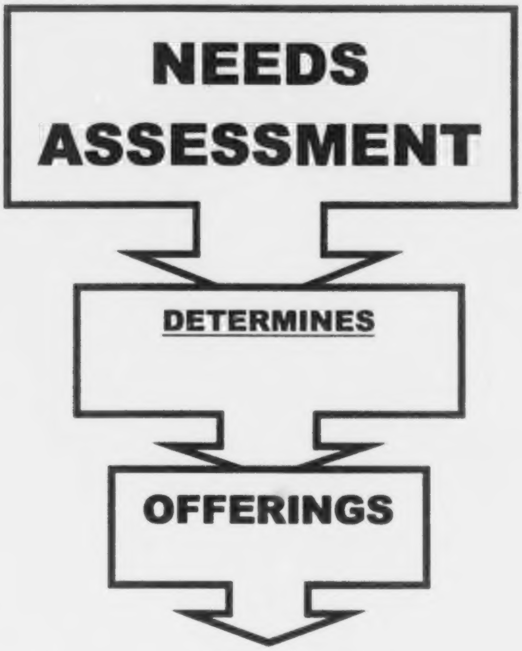
Appendix H

Model for Credit and Noncredit Programs

Entrepreneurship Education Model


NEEDS ASSESSMENT
DETERMINES
OFFERINGS

CREDIT COURSES LEADING TO THE AWARD OF

- ☑ CERTIFICATE
- ☑ ADVANCED CERTIFICATE
- ☑ ASSOCIATES DEGREE

AND/OR

NONCREDIT ACTIVITIES

- ☑ WORKSHOPS
- ☑ SEMINARS
- ☑ ONE DAY SHORT COURSES
- ☑ MULTI DAY SHORT COURSES
- ☑ CERTIFICATE PROGRAMS
- ☑ TECHNOLOGY TRANSFER
- ☑ SKILLS DEVELOPMENT
- ☑ REGULATORY COMMPLIANCE

Appendix I

Noncredit Needs Assessment Survey Instrument

ENTREPRENEURSHIP EDUCATION SURVEY

Listed below are possible courses your local community college might consider offering in its **noncredit activities curriculum**. Please indicate your interest, and of your employees, by circling the appropriate response. Please note that there are no pre-requisites required and you do not have to officially enroll in the college. Please check your level of interest below:

	Strong Interest	**Somewhat Interested**	**Not Interested**
1. How strongly do you feel about entrepreneurship and small business education and training?			
2. Please indicate your level of interest in the following topics (choose as many as you wish):			
☐ How to define a market			
☐ How to start a new venture			
☐ How to develop an idea			
☐ How to get my product to market			
☐ How to generate sales			
☐ How to manage growth			
☐ How to manage resources			
☐ How to research a market			
☐ How to set up accounting books			
☐ How to find funding			
☐ What is venture capital			
☐ How to write a business plan			
☐ How to use Microsoft Word/Excel			
☐ How to use the Internet			
☐ How to use the Internet for sales			

- Other suggestions:

1. How would you describe your interest in entrepreneurship? Check one.

☐ I currently own my own business.
☐ I am considering starting my own business.
☐ Other ____

3. What type of business are you now in or thinking about creating?

____

4. Please review the above proposed credit courses and answer the following questions:

- What is the likelihood you would enroll in this program? Check one.
  - ☐ I am not interested in credit courses in the area of entrepreneurship.
  - ☐ I might enroll in some of the courses some time in the future.
  - ☐ I would enroll in some of the courses but not for credit.
  - ☐ I would enroll in the program with the intent of procuring an Associate Degree.
- If you were interested in this program, what times would be most convenient for you?
  - ☐ Mornings during the week
  - ☐ Afternoons during the week
  - ☐ Evenings during the week
  - ☐ Weekends
- Which day of the week is most convenient for you? Check one.

☐ Monday	☐ Tuesday	☐ Wednesday	☐ Thursday
☐ Friday	☐ Saturday	☐ Sunday	

Please offer any comments concerning the proposed entrepreneurship program. What courses do you feel should be added?

____
____
____
____

5. Would you be interested in serving on the Advisory Board for this proposed program? If yes, please list your name, business address and telephone number. Thank you.

Name: ____
Bus. Address: ____
____
Phone: ____

Appendix J

Student Business Plan Contest

STUDENT BUSINESS PLAN CONTEST

What is this contest? As part of entrepreneurship awareness week at Central Community College, the local chapter of the Association of Collegiate Entrepreneurs and the Advisory Board members to Central invite all Central Community College students to enter the contest.

Regardless of major, full-time or part-time, all students are invited to enter.

What prizes are there? There are three categories of winners:

First Place	$3,000 cash award
Second Place	1,500 cash award
Third Place	500 cash award

PLUS all winners receive up to 20 hours of free professional consulting services from local professionals.

Who judges the entries? A panel of student members of ACE, faculty, and Advisory Board members will judge all entries.

What are the requirements? Each entry is limited to three pages plus financial statements and should include information on the following:

Brief description of you and your background
Vision
Mission
Goals and Objectives
Target Market
Product (Service) Offered
Pricing Strategies
Promotional Strategies
Distribution
Financials (Income Statement and Balance Sheet AND a cash budget)

How can I learn more about these requirements? There will be a free workshop this Saturday morning (May 8, 1999) from 9 am to noon, Room Central Hall 100, which will provide you with background information on these requirements.

How do I sign up for the contest? Simply submit your completed business plan NO LATER than May 17, 1999 to Prof. R. L. Drury, faculty sponsor for ACE, in Room 200, Central Hall.

Appendix K

Credit Course Model

Certificate and Degree Program Model

Required Credit Courses

Introduction to Business
Financing Small Business Ventures
Small Business Accounting
Entrepreneurship

Certificate Awarded **12 credit hours**

Small-business Management
Microsoft Word and Excel
Small Business Law and the Entrepreneur
Marketing for the New Venture

Advanced Certificate Awarded **12 credit hours**

Electives (15 Hours Required)

Financial Accounting
Introduction to Computers
Legal Issues for Entrepreneurs
Principles of Salesmanship
Advertising Principles
Principles of Insurance
Principles of Management
Advanced Sales Skills
Internship in Entrepreneurship
Selected Topics in Entrepreneurship

Associates Degree **65 credit hours**

Appendix L

Suggested Credit Courses

GEORGE MASON UNIVERSITY
School of Management
Small Business Institute
Management 751: Small Business Ventures and the Entrepreneur
Fall 1997

Class Room: ENT 017
Class Hours: 1920 - 2200, Wednesdays
Instructor: Prof. Richard L. Drury
Office: Enterprise 011
Office Hours: Tues., 1800-1900, Wed., 1500-1600 and by appointment
Office Phone: (703) 993-1824 Fax (703) 993-1870
Email address: rdrury@som.gmu.edu (the best way to reach me)
GRA: Tee Henry, ahenry1@som.gmu.edu, (703) 993-1859, (ENT 012)

Course Description: Small business and its economic, competitive and social environment. Lectures, case studies, and research illustrate solutions to potential problems of initiating, organizing and managing a small business. Course includes a faculty-supervised field experience by providing consulting services for a Northern Virginia business through the GMU Small Business Institute. Teams of students, with faculty and local business executive support, conduct a management audit and situation analysis and propose action plans in response to major problems or opportunities faced by the company's management team or owners. Guest SBI faculty will be involved throughout the course as guest lecturers, evaluators and mentors.

Course Objectives: This course is intended to (1) examine the role of entrepreneurship and small business in domestic economies; (2) build advanced skills in analyzing the management of a small business, its industry and its competitors; (3) gain experience in management consulting by providing business planning and management assistance to small businesses operating in the Northern Virginia; (4) provide an enriched educational experience for students to apply knowledge and skills that they acquire in traditional courses; (5) enhance written and oral presentation skills; and (6) apply a model of partnership between business, education and government in providing management assistance and training to small businesses.

Since teamwork is an important factor in the quality level of the project, it is important that team members pull their weight. If the team does not function properly the quality of the project will suffer. You must manage not only the content of the project but also the process. If intervention is needed, it is your responsibility to contact Professor R. L. Drury to resolve major conflicts. Quality product is the ultimate goal. Focus your energy as a team on producing a product of which we all can be proud. Our mission is to help the local business community. Together we can succeed. When we say SBI, we mean teamwork.

Performance Criteria, Grading, Expectations and Requirements

SBI Group Projects (Final Oral)	20%
SBI Group Projects (Final Written)	40%
Individual Exam (Midterm)	20%
Class Participation	10%
Peer Evaluation (up to)	10%

You will have 10 points based upon the group project percentage grades for peer evaluation. This represents a significant part of your final grade; one could make straight "A's" yet end up with a "B" by failing the peer evaluation.

Number grades will be assigned to student's performance on each of the evaluation criteria. At the end of the semester the student's scores will be totaled and a letter grade will be assigned based on the following grade distribution.

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59% and below	F

Last day to drop a course is September 26, 1997.

Course Policies and Caveats

This is not a lecture course. It requires fieldwork and a significant time commitment outside of the classroom. Consistent attendance of classes is expected of students. Ethical and professional behavior is expected at all times. Classes will not meet every week during the semester. During the weeks that we do not meet, the team will meet formally with the SBI client to gather information or discuss the progress of their research. Representatives of the team must meet with the client at least six times during the semester.
Appendix F Cont'd

Document each visit. Students are expected to read assigned materials and explore additional materials that they have found or that have been recommended by the professor, prior to each class session.

Sharing ideas and concepts along with bringing to the classroom our varied backgrounds, experiences and major functional areas of study, will provide the environment necessary for success. Additionally, your peers will evaluate your contribution to the group's success. Therefore, it is imperative that you do your fair share of the work required.

Required Text

Drury, Richard L. (ed.) *Current Management Problems in Entrepreneurship.* (Homewood, ILL. Richard D. Irwin, Inc., 1995).

Drury, Richard, L., et al. *SBI Workbook on Lotus Notes.*

On Reserve

(See reserved readings under MGMT 751, R. Drury)
Churchill, Neil et al. *Frontiers of Entrepreneurship Research*, Center for Entrepreneurial Studies, Babson College, MA, 1991.

Kao, John J. *The Entrepreneur*, Prentice Hall.

Kuratko and Hodgetts, *Entrepreneurship: Contemporary Approach*, The Dryden Press.

Articles in *Entrepreneurship Theory and Practice, Journal of Small Business Strategy, Journal of Small-business management, Journal of Business Venturing, Success Magazine, Entrepreneur, Inc., Washington Business Journal, Washington Technology, The Washington Post*, and local publications covering business issues.

Ball, James R. *The Entrepreneur's Toolkit.* Humdinger Books Publishing, Vienna, VA 1992

Class Policies

While attendance is not mandatory, your attendance is expected at every class meeting. You are expected to play an active role in and out of the classroom. It is your responsibility to gain as much from this course as possible and the only way that can be achieved is by attending all sessions and group meetings. Limited in-class time will be provided for group work.

All assignments are due at the beginning of the class on the date noted on the course schedule. Circumstances beyond your control are to be discussed with the instructor PRIOR to the due date. You must take exams at the stated times on the stated dates. If an emergency should arise which prevents you from taking an exam, you must notify me in advance so that arrangements can be made for a make-up. There are no exceptions. An emergency is defined as a situation which occurs that can be completely documented in writing and to the satisfaction of the professor; for example, a written doctor's excuse. **George Mason University's Honor Code will be strictly enforced. Any academic dishonesty will not be tolerated.**

Small Business Institute MGMT 751

SBI Fall 1997
Class Schedule
(This Schedule is Tentative and Subject to Change)

Session	Date	Week of Topics, Assignments and Discussions
1	08/27	Introductions. Overview of course expectations, evaluation criteria and SBI program. Teams assigned. Workbook described. (Text: pp. 309-372). **Start maintaining your team log.**
2	09/03	Why study entrepreneurship and innovation? Trends. Internal analysis, the entrepreneur, the team, financial aspects, marketing, operations, human resources, strengths and weaknesses. (Text: pp. 2-92, 373-524).
3	09/10	External Analysis. Environmental research: Remote, Industry, Operating. Opportunities and Threats. SWOT analysis. The business plan. (Text: 93-308, Appendices). Guest Lecturer: David Wolfe, Industry Consultant. *Developmental Marketing.*
4	09/17	Lecture.
5	09/24	Client Consultation: Meet with the client, provide client with student team confidentiality forms, discuss and complete engagement memo with client showing what is expected from the client and what the client can expect, interviews, CVSA. Research on industry, target markets, competitors. Jim Ball's Toolkit is excellent source, part of which is contained in your workbook.
6	10/01	Status reports on progress. Fifteen minute informal report, in class, roundtable discussions.
7	10/08	Review with Prof. Drury team financial data collected. This includes financial information on the industry and the client company.
8	10/22	Mid-Term Examination.
9	10/29	Client Meetings.
10	11/05	Review Mid-Term. Team project work in class.
11	11/12	Client Meetings.

12 11/19 Written report submitted to Prof. Drury. This will constitute your final written portion of your project grade. Reports will need to be corrected and returned; however the written portion of the project grade will not change. Graded report will be available for pick-up on 12/11 at Ent. Hall , 050. 011. Contact Tee Henry to arrange time. Corrections are to be made and report returned to Tee by 12/15.

13 11/26 Project Presentations. Preparations.

14 12/03 Project Presentations. Guest Faculty.

15 12/10 Project Presentations. Guest Faculty. Pick up client copy of report. Deliver to client, discuss findings, return to Prof. Drury, by 12/22, the client acknowledgment form.

George Mason University
Institute of Graduate and Professional Studies

Term: Spring 1997

Course: MGMT 791, Small Business Consulting

Section: 001, Tues. 7:20 - 10:00 p.m., ENT 017

Instructor: Prof. Richard L. Drury (703) 993-1824
E-mail address Rdrury@GBI.GMU.EDU
GRA Ms. Tee Henry, Ahenry1@GBI.GMU.EDU

Office Hours: Enterprise Hall, Room 023. M,T, R - 6:00 - 7:00pm and by appointment.

Required Text: Block, Peter. Flawless Consulting. (San Francisco: Pfeiffer & Company) 1981.

Optional Texts: Levinson, Jay Conrad. Guerrilla Marketing Attack. (Wilmington, MA: Houghton-Mifflin Company) 1989.

Ball, James. Entrepreneur's Toolkit. (Vienna, VA: Humdinger Books Publishing) 1992.

On Reserve: Goldratt, Eli. The Goal: A Process of Ongoing Improvement. (Great Barrington, MA: North River Press) 1986.

Goldratt, Eli. It's Not Luck. (Great Barrington, MA: North River Press) 1994.

Course Description:

Working in conjunction with the Technology Resource Alliance (TRA) of George Mason University, this course is designed to offer students the opportunity to work directly with high technology start-up, or early stage, companies in solving a wide array of small business problems.

Tasks are agreed upon between student teams and the client company with the final product a report presenting alternative solutions for solving recognized problems. This course is a practicum in small business consulting and, as such, has as its major objective to expose participants to actual small business problems and allow them to develop solutions.

Course Requirements: The requirements for this course include one (1) interim examination, a group oral and written project presentation, and a final examination.

Each person will become a member of a group that will work together throughout the semester. Each group will perform an in-depth analysis of the small business client company assigned to the group.

Participation and involvement are two critical factors for the success of this course. You are expected to be fully prepared for **ALL** classes regardless of which group is responsible for the oral presentation. Additionally, you are challenged to quiz your peers on the quality and content of the presentation.

Sharing ideas and concepts along with bringing to the classroom our varied backgrounds, experiences and major functional areas of study, will provide the environment necessary for success. Additionally, your peers will evaluate your contribution to the group's success. Therefore, it is imperative that you do your share of the work required.

Nearly each class session will have a portion of time devoted to discussing current topics in small business/entrepreneurship. You are encouraged to bring to each class copies of articles, newspaper clippings and the like to share with the class. Print your name on these and turn them in each class session. Guest speakers will also augment this course.

Final examination is scheduled for May 6, 1997 - 1900-2200

Note: The last day to drop a course is February 21, 1997

Grading:		**Grade Distribution:**
Interim Exam	30%	A - 90% to 100%
Group Project (Oral and Written - 50/50)	25%	B - 80 to 89
C - 70 to 79		
Peer Evaluation	10%	D - 60 to 69
Participation	10%	F - 59 and below
Final Examination	25%	

You will have up to 10% of your final grade for peer evaluation. This represents a significant part of your final grade; one could make straight A's yet end up with a "B" by failing the peer evaluation.

Written Assignments: The requirements for the written Consulting Report are contained in the handout. Not included in the maximum narrative portion would be a title page, executive summary, bibliography, tables and exhibits and endnotes, **ALL OF WHICH ARE REQUIRED.** There is a five-point penalty for misspellings, penned corrections and the like for both the case and project oral and written presentations. Use an appropriate type font.

Class Policies: While attendance is not mandatory, your attendance is expected at every class meeting. You are expected to play an active role in and out of the classroom. It is our responsibility to gain as much from this course as possible and the only way that can be achieved is by attending all sessions and group meetings. Limited in-class time will be provided for group work.

All assignments are due at the beginning of the class on the date noted on the course schedule. Circumstances beyond your control are to be discussed with the instructor **PRIOR** to the due date. You must take exams at the stated times on the stated dates. If an emergency should arise which prevents you from taking an exam, you must notify me in advance so that arrangements can be made for a make-up. There are no exceptions. An emergency is defined as a situation which occurs that can be completely documented in writing and to the satisfaction of the instructor; for example, a written doctor's excuse.

George Mason University's Honor Code will be strictly enforced. Any academic dishonesty will not be tolerated.

Course Outline

Session	Date	Topic	Assignments
1	1/21	Introduction, Client companies assigned. **Start maintaining your detailed team log.** (This class meets at the Enterprise Center University Blvd., room 200)	1-30
2	1/28	TRA component (This class meets at the Enterprise Center)	31-86
3	2/04	External Analysis	87-130
4	2/11	Internal Analysis	131-174
5	2/18	Roundtable Discussions	175-215
6	2/25	Project Work	149-218
7	3/04	Roundtable Discussions	
8	3/18	Mid-term Examination	
9	3/25	Project Work	
10	4/01	Mid-term Review. Status Reports	
11	4/08-14	Informal Presentation to Client. Receive feedback revise your report accordingly.	
12	4/15	**Written Projects Due (This will be your final grade for the written portion of your project. Pick up your graded report, 4/28/97 that needs to be corrected prior to submitting the report to your client. Ms. Henry will have your graded copy. Three (3) copies need to be prepared and distributed as follows: client, TRA, and Prof. Drury. Copies can be made free of charge at the SBDC).**	
13	4/22	Class Presentations (arrange to formally present your final product to your client between 4/22 and 5/06. Be sure to obtain the client acknowledge form and return same, fully executed to Prof. Drury).	
14	4/29	Class Presentations	
15	5/06	Final Examination	

The above schedule is subject to change. Schedule will also be augmented with guest speakers.

Oral Presentation Critique
Date: ____________________

Poor Fair Good Excellent

1. Appearance of the presenters (5) ____ ____ ____ ____
2. Quality of visual aids used (5) ____ ____ ____ ____
3. Time management adhered to (5) ____ ____ ____ ____
4. Study design (20) ____ ____ ____ ____
5. Project deliverable (20) ____ ____ ____ ____
6. Quality of presentation (10) ____ ____ ____ ____
7. Quality of analysis(10) ____ ____ ____ ____
8. Quality of chosen alternatives (10) ____ ____ ____ ____
9. How interesting was presentation? (5) ____ ____ ____ ____
10. Quality of answers to questions(10) ____ ____ ____ ____

Comments: Oral ____________________

George Mason University
School of Management

Term:	Fall 1997
Course:	MGMT 791, Foundations of Entrepreneurship
Section:	002, Wed. 4:30-7:00 p.m., ENT 274
Instructor:	Prof. Richard L. Drury (703) 993-1824 E-mail address rdrury@som.gmu.edu
GRA:	Ms. Tee Henry, ENT 012, (703) 993-1859 E-mail address ahenry1@som.gmu.edu
Office Hours:	Enterprise Hall, Room 011, Tues. - 6:00 - 7:00 p.m. and Wed - 3:00 - 4:00 p.m. and by appointment.
Required Text:	Longenecker, Justin G., Carlos W. Moore, J. William Petty. Small-business management, An Entrepreneurial Emphasis. (Cincinnati: South-Western College Publishing) 1997. BizPlan Builder. (Mountain View, CA JIAN Tools for Sales, Inc.) 1997. Bagley, Entrepreneur's Guide to Business Law. (West Publishing Company) 1998.
Optional Text:	Ball, James. Entrepreneur's Toolkit. (Vienna, VA: Humdinger Books Publishing) 1992. Overhead Transparencies via Lotus Notes
On Reserve:	Goldratt, Eli. The Goal: A Process of Ongoing Improvement. (Great Barrington, MA: North River Press) 1986. Goldratt, Eli. It's Not Luck. (Great Barrington, MA: North River Press) 1994. Readings located in Johnson Center Library, Reserve Section.

Course Description:

This course delves into the what, whether, and why of the business plan and into the principles of managing small businesses. A semester long project is required which will offer students the opportunity to create their own fictitious company or to apply the principles of business plan development to an existing business. A computerized business plan development software package is used. All major functions of business are integrated into this course coupled with an in-depth understanding of business plan development.

The emphasis throughout this course is on the entrepreneur. Augmented with case studies on small businesses and entrepreneurs, guest lecturers from successful entrepreneurial ventures, and independent readings, students should gain a firm foundation in new venture creation and managing for success.

Course Requirements: The requirements for this course include one (1) interim examination, a group oral and written project presentation, and a final examination.

Each person will become a member of a group that will work together throughout the semester. Each group will identify a business opportunity and develop a business plan for new venture.

Participation and involvement are two critical factors for the success of this course. You are expected to be fully prepared for **ALL** classes regardless of which group is responsible for the oral presentation. Additionally, you are challenged to quiz your peers on the quality and content of their presentation.

Sharing ideas and concepts along with bringing to the classroom our varied backgrounds, experiences and major functional areas of study, will provide the environment necessary for success. Additionally, your peers will evaluate your contribution to the group's success. Therefore, it is imperative that you do your share of the work required.

Nearly each class session will have a portion of time devoted to discussing current topics in small business/entrepreneurship. You are encouraged to bring to each class copies of articles, newspaper clippings and the like to share with the class. Print your name on these and turn them in each class session. Guest speakers will also augment this course.

Final examination is scheduled for December 10, 1997 - 4:30-7:15pm

Note: The last day to drop a course is September 26, 1997

Grading:		**Grade Distribution:**
Interim Exam	30%	A - 90% to 100%
Group Project (Oral and Written - 50/50)	25%	B - 80 to 89
C - 70 to 79		
Peer Evaluation	10%	D - 60 to 69
Participation	10%	F - 59 and below
Final Examination	25%	

You will have up to 10% of your final grade for peer evaluation. This represents a significant part of your final grade; one could make straight A's yet end up with a "B" by failing the peer evaluation.

Written Assignments: The requirements for the written Business Plan are contained in the JIAN BizPlan Builder. Additionally, a bibliography containing all research sources is required. There is a five point penalty for misspellings, penned corrections and the like for both the project oral and written presentations. Use an appropriate type font (e.g. Times New Roman 12), 8 ½ x11 paper, and double spaced.

Class Policies: While attendance is not mandatory, your attendance is expected at every class meeting. You are expected to play an active role in and out of the classroom. It is our responsibility to gain as much from this course as possible and the only way that can be achieved is by attending all sessions and group meetings. Limited in-class time will be provided for group work.

All assignments are due at the beginning of the class on the date noted on the course schedule. Circumstances beyond your control are to be discussed with the instructor **PRIOR** to the due date. You must take exams at the stated times on the stated dates. If an emergency should arise which prevents you from taking an exam, you must notify me in advance so that arrangements can be made for a make-up. There are no exceptions. An emergency is defined as a situation which occurs that can be completely documented in writing and to the satisfaction of the instructor; for example, a written doctor's excuse.

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Course Outline

1	8/27	Introduction, Project Overview. Nature of Entrepreneurship and Small Business. Entrepreneurial Opportunities	1-5
2	9/03	Industry and Competitive Analysis Market Analysis, Team	
3	9/10	Continued Location, Financial Requirements	9-11
4	9/17	Sources of Funding	12
5	9/24	Project Work	
6	10/01	Small Business Marketing Product, Pricing, Promotion, Distribution	13-16
7	10/08	Managing Small Business Operations HRM, Quality, Inventory Management	17-21
8	10/22	Financial Management in Small Business Financial Performance, Working Capital, Capital Budgeting, Risk Management Social and Legal Environment	22-24 25-26
9	10/29	Mid-term Examination	
10	11/05	Informal Status Reports	
11	11/12	Project Work	
12	11/19	Project review with Prof. Drury	
13	11/26	Project Work	
14	12/03	Presentations. **Written Projects Due.**	
15	12/10	Final Examination	

The above schedule is subject to change. Schedule will also be augmented with guest speakers.

Oral Presentation Critique
Date: ____________________

	Poor	Fair	Good	Excellent
1. Appearance of the presenters (5)	____	____	____	____
2. Quality of visual aids used (5)	____	____	____	____
3. Time management adhered to (5)	____	____	____	____
4. Business Plan details (20)	____	____	____	____
5. Viability of concept (20)	____	____	____	____
6. Quality of presentation (10)	____	____	____	____
7. Quality of research(10)	____	____	____	____
8. Quality of implementation plan (10)	____	____	____	____
9. How interesting was presentation? (5)	____	____	____	____
10. Quality of answers to questions(10)	____	____	____	____

Comments:

Oral ______________

George Mason University
School of Management

Term: Fall 1997

Course: MGMT 791, Foundations of Entrepreneurship

Section: 002, Wed. 4:30-7:00 p.m., ENT 274

Instructor: Prof. Richard L. Drury (703) 993-1824
E-mail address rdrury@som.gmu.edu
GRA: Ms. Tee Henry, ENT 012, (703) 993-1859
E-mail address ahenry1@som.gmu.edu

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Required Text: Longenecker, Justin G., Carlos W. Moore, J. William Petty. Small-business management, An Entrepreneurial Emphasis. (Cincinnati: South-Western College Publishing) 1997.

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George Mason University's Honor Code will be strictly enforced. Any academic dishonesty will not be tolerated.

Course Outline

Session	Date	Topic	Assignments
1	8/27	Introduction, Project Overview. Nature of Entrepreneurship and Small Business. Entrepreneurial Opportunities	1-5
2	9/03	Developing the New Venture Business Plan Industry and Competitive Analysis	6-8
3	9/10	ICA Continued Location, Financial Requirements	9-11
4	9/17	Sources of Funding	12
5	9/24	Project Work	
6	10/01	Small Business Marketing Product, Pricing, Promotion, Distribution	13-16
7	10/08	Managing Small Business Operations HRM, Quality, Inventory Management	17-21
8	10/22	Financial Management in Small Business Financial Performance, Working Capital, Capital Budgeting, Risk Management	22-24
		Social and Legal Environment Ethical Issues, Legal Issues	25-26
9	10/29	Mid-term Examination	
10	11/05	Informal Status Reports	
11	11/12	Project Work	
12	11/19	Project review with Prof. Drury	
13	11/26	Project Work	
14	12/03	Presentations. **Written Projects Due.**	
15	12/10	Final Examination	

The above schedule is subject to change. Schedule will also be augmented with guest speakers.

Oral Presentation Critique
Date: ____________________

Poor Fair Good Excellent

1. Appearance of the presenters (5) ____ ____ ____ ____
2. Quality of visual aids used (5) ____ ____ ____ ____
3. Time management adhered to (5) ____ ____ ____ ____
4. Business Plan details (20) ____ ____ ____ ____
5. Viability of concept (20) ____ ____ ____ ____
6. Quality of presentation (10) ____ ____ ____ ____
7. Quality of research(10) ____ ____ ____ ____
8. Quality of implementation plan (10) ____ ____ ____ ____
9. How interesting was presentation? (5) ____ ____ ____ ____
10. Quality of answers to questions(10) ____ ____ ____ ____

Comments: Oral ________________

Tidewater Community College
Career Studies: Small Business Management

CAREER STUDIES: RETAIL MANAGEMENT (054)

AST 117	Keyboarding for Computer Usage	(1)
IST 117	Introduction to Microcomputer Software	(4)
MKT 100	Principles of Marketing	(3)
MKT 110	Principles of Selling	(3)
MKT 195	Customer Service Management	(3)
MKT 216	Retail Organization & Management	(3)
MKT 220	Principles of Advertising	(3)
MKT 271	Consumer Behavior	(3)
SPD 100	Principals of Public Speaking	(3)
Minimum Credits Required:		**26**

CAREER STUDIES: SCHOOL AGE CARE (088)

CHD 125	Creative Activities for Young Children	(3)
CHD 205	Guiding the Behavior of Children	(3)
CHD 299	Programs in School Age Care	(2)
HLT 135	Child Health and Nutrition	(3)
HLT 105	CPR	(1)
HLT 106	First Aid and Safety	(2)
PED 110	Physical Activities for Children	(3)
PSY 235	Child Psychology (or PSY 231)	(3)
Minimum Credits Required:		**20**

CAREER STUDIES: SMALL BUSINESS MANAGEMENT (015.01)

ACC	Accounting for Small Business	(3)
AST 205	Business Communications	(3)
BUS 111	Principles of Supervision	(3)
BUS 165	Small Business Management	(3)
BUS	Legal Aspects of Small Business Operations	(1)
BUS	Planning for Small Business	(2)
FIN	Financial Management for Small Business	(2)
IST 117	Introduction to Microcomputer Software	(4)
MKT	Marketing for Small Business	(3)
Minimum Credits Required:		**24**

CAREER STUDIES: STUDIO PRODUCTION POTTERY (070.01)

CRF 140	Production Pottery I	(2)
CRF 141	Production Pottery II	(2)
CRF 142	Production Pottery III	(2)
CRF 146	Production Pottery IV	(2)
CRF 147	Production Pottery V	(2)
CRF 148	Production Pottery VI	(2)
Minimum Credits Required:		**12**

CAREER STUDIES: SUPERVISORY MANAGEMENT (055)

ACC 211	Principles of Accounting I	(3)
BUS 115	Organizational Behavior	(3)
BUS 200	Principles of Management	(3)
BUS 205	Human Resource Management	(3)
ENG 115	Technical Writing*	(3)
SAF 126	Principles of Industrial Safety	(3)
Minimum Credits Required:		**18**

**Prerequisite or placement test required.*

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TIDEWATER COMMUNITY COLLEGE

Course Outline **Effective Date: Fall 1997**

Course Prefix/Number/Title: ACC 295 - Accounting for Small Business

Pre-requisite: None **Credit Hours/Contact Hours: 3/4**

Course Introduction (Description/Purpose):

Presents practical accounting procedures for retail stores, professional individuals in firms, and personal service occupations. Covers the accounting cycle, journals, ledgers, preparation of financial statements and payrolls, and checking account management. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

Course Objectives:

Upon completion of the course, the student will be able to:

- **describe the accounting process**
- **explain fundamental accounting principles and the accounting equation**
- **explain the accounting process from recording entries through the trial balance**
- **make adjusting entries, closing, and reversing entries**
- **prepare the financial statements and the post-closing trial balance**
- **explain the different methods of asset depreciation for recovering cost**
- **account for cash and reconcile cash accounts**
- **account for payroll transactions for employers**
- **describe the reporting requirements for state and federal income taxes, unemployment taxes, and worker's compensation insurance**
- **understand the advantages of using special journals to record sales, purchases, cash receipts, and cash payments**
- **describe the record keeping procedures associated with perpetual and periodic inventory systems.**
- **understand the basics of budgeting**

Course Content:

- **Part I - The Accounting Cycle For a Service Business: Analyzing Business Transactions**
- **Part II - Accounting For Cash and Payroll**
- **Part III - The Accounting Cycle For a Merchandising Business: Using Special Journals**

Additional Information:

Students will be required to use *Quick Books* accounting software as part of this course as well as the following text: College Accounting by Douglas J. McQuaig and Patricia A. Bille.

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TIDEWATER COMMUNITY COLLEGE

Course Outline **Effective Date:** Fall 1997

Course Prefix/Number/Title: MKT 195: Marketing for Small Business

Pre-requisite: None **Credit Hours/Contact Hours:** 3/3

Course Introduction (Description/Purpose):

Presents the development of the marketing mix for a small business. Includes areas such as product development, pricing, promotion, salesmanship, customer relations, and consumer behavior.

Course Objectives:

Upon completion of the course, the student will be able to:

- define the marketing mix.
- determine marketing objectives.
- understand marketing ethics.
- explain product lines
- develop a marketing plan.
- conduct marketing research.
- explain the concept of demand.
- use marketing strategies.
- develop a distribution plan.
- evaluate marketing communications.

Course Content:

A) What is marketing?
    1) The marketing mix
    2) Marketing goals
    3) Marketing ethics
    4) Market forecasting
B) Product Lines
    1) Products
    2) Services
    3) Brand names
    4) New products
C) . Market Planning
    1) Marketing plan
    2) Marketing budgets
    3) Market share
    4) Managing the sales force
D) . Market Research
    1) Gathering data
    2) Consumer feedback
    3) Focus groups
E) Competition Analysis
    1) Product development
    2) Trends
F) Creating Demand
    1) Image
    2) Positioning
    3) Advertising
    4) Promotions
    5) Segmentation
G) Specialty Marketing
    1) International
    2) Ethnic
H) Marketing Strategies
    1) Price points
    2) Packaging
    3) T.V.
    4) Radio
I) Distribution
    1) Direct marketing
    2) Distributor relations.
J) Marketing Communications
    1) Public relations
    2) Customer relations
    3) Investor relations

Additional Information:

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BUS 165
SMALL BUSINESS MANAGEMENT

INSTRUCTOR: EDWARD DYE
OFFICE HOURS: AS POSTED
EMAIL: tcdyee@tc.cc.va.us

OFFICE: G - 110
PHONE: 321-7136
FAX: 468-3077

TEXT: EFFECTIVE SMALL BUSINESS MANAGEMENT, Norman Scarborough and Thomas Zimmerer. Fifth edition, Merrill Publishing Company, Columbus, Ohio, 1996.
ENTERPRISE SANDWICH SHOP: A Market Simulation. Philip C. Lewis. McGraw-Hill Book Company, 1985.

OBJECTIVE: It will be the objective of this course to study the steps involved in the establishment of a small business and the basic skills needed for the continued successful management of the business.

CREDIT HOURS: Three semester credit hours.

GRADING: There will be three one-hour objective exams and a final exam which will be a case study. In addition there may be unannounced quizzes. Quizzes may include case studies, multiple choice or short essay questions. There is no make-up of the quizzes, although the lowest quiz score will be deleted from the final computations. The student will need to furnish a Scantron form for each hour examination. The point value will be as follows:

Exams @ 100 points	=	300	A = 90 - 100%
Quizzes @ 10 points	=	50	B = 80 - 89%
FINAL EXAM	=	100	C = 70 - 79%
Total Possible Points	=	450	D = 60 - 69%

Bonus points from Simulation equals 5 points per team member, winning team receives 10 points each to be added to total possible points.

ATTENDANCE: The college attendance policy as outlined in the college catalogue will be followed. All students are expected to attend class and are responsible for all information or announcements made in class. If a student has a special circumstance preventing him or her from attending class, please see me.

LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY: A grade of "W" is awarded to students who withdraw or are withdrawn after the Drop/Add period but prior to the completion of 60% of the session. For this semester the withdrawal date is March 12, 1999. A basis for a faculty withdrawal is absences from class exceeding 20% of the class time. I will use a faculty withdrawal rarely and usually only if requested by the student. After the withdrawal date, the student will receive a grade of "F" except under mitigating circumstances which must be documented must be placed in the student's academic file.

SCHEDULE:

	WEEK	CHAPTERS
Jan.	15	Introduction, Chapter 1, Simulation,
	22	Read Chapter 4; and Simulation Book
	29	Read Chapter 5;

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Feb.	3	Read Chapter 6
	10	EXAM I, Read Chapters 7
	17	Read Chapter 8
	24	Read Chapters 9
Mar.	3	Read Chapter 10
	12	Withdrawal date to avoid academic penalty
	8 - 13	Spring Break (No Classes)
	17	EXAM II
	24	Read Chapters 11, Due date 1st case
	31	Read Chapters 12
Apr.	7	Read Chapter 16, Due date 2nd case
	14	Read Chapter 18
	21	EXAM III, Due date 3rd case
	28	Read Chapter 20 and 21
May	5	FINAL EXAM (Turn in Case) at 7:15

GENERAL COMMENTS:
You are expected to take the exams on the scheduled days. If you miss an exam, making up the exam is your responsibility but will not be allowed during regularly scheduled class time. **The designated exam make-up day is May 5.** You are expected to attend class regularly. You should read the day's assignment prior to class so that you can intelligently participate in, and benefit from, classroom discussion.
The fax number for the Business Division at Tidewater Community College is used by all members of the business faculty. It is therefore imperative that each fax have a **COVER PAGE** which identifies who should receive the fax. Homework to be delivered to me will not be accepted without a **COVER PAGE.**

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SYLLABUS FOR
SMALL BUSINESS MANAGEMENT

INSTRUCTOR: W.L. WILLIAMS
OFFICE LOCATION: Rm 2051

OFFICE PHONE: 822-5180
HOME PHONE: (757) 357-3534
E-mail: tcwille@tc.cc.va.us

SPRING SEMESTER 1999
COURSE TITLE: SMALL BUSINESS MANAGEMENT
MEETING DAY(s): S
MEETING TIME: 9-11:45A
CLASS LOCATION: Rm 2056

COURSE OBJECTIVES:

To identify management concerns unique to small businesses.
To introduce the requirements necessary to initiate a small business.
To identify the elements comprising a business plan.
To inform students of financial and administrative controls.
To learn how to develop a marketing strategy and manage the business operations.
To become inform on the legal and government relationships specific to small businesses.

REQUIRED TEXT:

LONGENECKER, Justin G., MOORE, Carlos W., and PETTY, J. William, Small Business Management, (South-Western College, 10th ed., 1997).

EVALUATION SYSTEM:

Exam Scores and Letter Grade Conversion
90 and above------------------A
80 - 89----------------------B
70 - 79----------------------C
60 - 69----------------------D
59 and below----------------F

Final Grade Determinant
QUIZ 1--------------------9%
QUIZ 2--------------------9%
QUIZ 3--------------------9%
QUIZ 4--------------------9%
QUIZ 5--------------------9%
QUIZ 6--------------------9%
QUIZ 7--------------------9%
QUIZ 8--------------------9%
Homework & Projects-------19%
FINAL EXAM----------------9%

FINAL GRADE POSTING POLICY:

The posting of final grades for students is not honored by this instructor.

Appendix M

Suggested Evaluation Forms for Entrepreneurship Programs

Program Evaluation

Name (Optional)________________________________Session Attended____________

I liked:

I wish you had:

These are the ideas I got out of the session that I can apply:

Other training sessions I would like to attend:

Other comments:

Thank you for attending.

Source: George Mason University Human Resource Management Department.

EVALUATION SHEET

(Scale: 1=poor and 5=excellent)

Speaker: ______________________________

1.	Was the opening powerful and memorable?	1	2	3	4	5
2.	Did the opening identify the topic?	1	2	3	4	5
3.	Did the presenter involve the audience?	1	2	3	4	5
4.	Did the facilitator teach or guide?	1	2	3	4	5
5.	Were the learning points clarified?	1	2	3	4	5
6.	Did the speaker use good gestures?	1	2	3	4	5
7.	Did the speaker use his/her voice well?	1	2	3	4	5
8.	How did the presenter handle any problems?	1	2	3	4	5
9.	Was the presenter in touch with the audience?	1	2	3	4	5

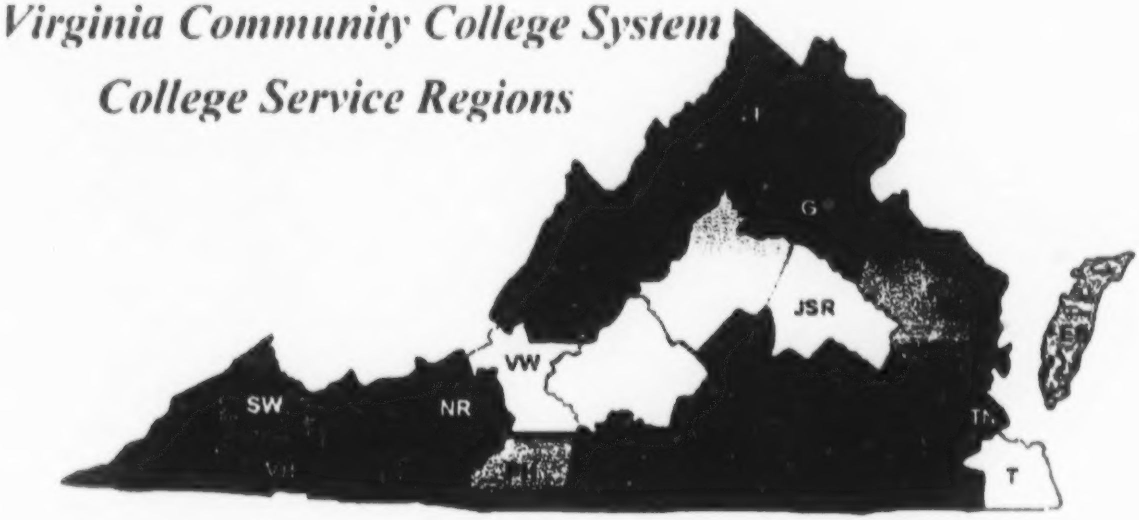
Do you have any suggestions or comments?

Source: George Mason University Human Resource Management Department.

Appendix N

Virginia Community College System Information

VCCS College Service Regions


Virginia Community College System
College Service Regions
G
JSR
VW
SW
NR
VH
TN
T

BR = Blue Ridge
CV = Central Virginia
DSL = Dabney S. Lancaster
D = Danville
ES = Eastern Shore
G = Germanna
JSR = J. Sargeant Reynolds
JT = John Tyler
LF = Lord Fairfax
ME = Mountain Empire
NR = New River
NV = Northern Virginia
PH = Patrick Henry
PDC = Paul D. Camp
PV = Piedmont Virginia
R = Rappahannock
SSV = Southside Virginia
SW = Southwest Virginia
TN = Thomas Nelson
T = Tidewater
VH = Virginia Highlands
VW = Virginia Western
W = Wytheville

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VCCS Community College Presidents

Dr. James R. Perkins, President
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Weyers Cave, Virginia 24486

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Central Virginia Community College
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Lynchburg, Virginia 24502

Dr. Richard R. Teaff, President
Dabney S. Lancaster Community College
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Clifton Forge, Virginia 24422-1000

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Danville, Virginia 24541

Dr. Richard E. Jenkins, President
Eastern Shore Community College
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Locust Grove, Virginia 22508

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Middletown, Virginia 22645

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Mountain Empire Community College
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Big Stone Gap, Virginia 24219

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Dr. Norman Scott, President
Rappahannock Community College
12745 College Drive
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Dr. John J. Cavan, President
Southside Virginia Community College
109 Campus Drive
Alberta, Virginia 23821

Dr. Charles R. King, President
Southwest Virginia Community College
P. O. Box SVCC
Richlands, Virginia 24641

Dr. Shirley R. Pippins, President
Thomas Nelson Community College
P. O. Box 9407
Hampton, Virginia 23670

Dr. Deborah M. DiCroce, President
Tidewater Community College
121 College Place
Norfolk, Virginia 23510

Dr. F. David Wilkin, President
Virginia Highlands Community College
P. O. Box 828
Abingdon, Virginia 24212

Dr. Charles L. Downs, President
Virginia Western Community College
P. O. Box 14007
Roanoke, Virginia 24038-4007

Dr. William F. Snyder, President
Wytheville Community College
1000 East Main Street
Wytheville, Virginia 24382

VCCS Statistical Profile

Virginia's Community Colleges - Building Blocks for a Better Future

■ Virginia's community colleges provide access to quality higher educational opportunities and workforce training throughout the Commonwealth of Virginia.		■The 23 community colleges that comprise the system are indeed the Commonwealth's "building blocks to a better future" for all of its citizens.
■The VCCS has 23 colleges, located on 38 campuses throughout the Commonwealth of Virginia.	■Approximately 69% of students in the fall are returning students, with 21% first-time students and about 10% transfer students.	■Approximately 59% of the students who enroll in the fall are female, and approximately 41% are male.
■During the 1997-1998 year, the VCCS served the equivalent of 74,295 full-time students, representing 215,709 individual students who enrolled in ***credit courses***.	■Additionally, the VCCS serves 70,000 students in ***non-credit courses*** each year.	■50% of all students enrolled in public higher education institutions in Virginia on an annual basis attend a community college, representing one-third of full-time-equivalent enrollment in those institutions.
■In 1997-1998, 44,997 students received financial aid awards totaling more than $77 million.	■Virginia's community colleges offer more than 200 different programs in occupational-technical fields, liberal arts and sciences, general education, continuing adult education and industrial training.	■Approximately 29% of the students that enroll in Virginia's community colleges are minorities: 17% are black; 5% are Asian; 4% are of Hispanic origin; and 3% are other minorities, including Native Americans.
■Occupational-technical programs include associate in applied arts or applied science degrees as well as programs that lead to certificates or diplomas.	■28% of VCCS students attend full-time, with 72% attending classes on a part-time basis.	■For those pursuing a baccalaureate or an advanced degree, there are transfer opportunities at all Virginia community colleges.
■About 33% of students each fall enroll in transfer programs;	■Approximately 12,400 degrees, diplomas or	■Approximately 16% of students require

30% enroll in occupational-technical programs; and 37% remain unclassified. 94% of VCCS students are in-state students; 6% are out-of-state students.	certificates were granted from a Virginia Community College during 1997-1998.	developmental course work in English, math or both; 84% take no developmental courses.

For more information regarding Virginia's community colleges and the students that attend them, please see the following:

- **Institutional Research Information**
- Historic full-time equivalent enrollments seen for 1998-1999

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Community College enrollment at all-time high

For immediate release
November 20, 1998

Richmond – Enrollment is at an all-time high in the Virginia Community College System, VCCS Chancellor Arnold R. Oliver announced to the State Board in Richmond last week. "We are seeing historic levels of full-time-equivalent enrollment, never before seen in the 32-year history of the Virginia Community College System," Dr. Oliver said. "This is strong evidence that Virginia's community colleges are increasingly seen as a quality, cost-effective choice for Virginians entering higher education or retraining for more highly skilled jobs."

Current enrollment estimates show a full-time-equivalent (FTE) enrollment for the 1998-1999 fiscal year of more than 76,500, an increase of 5,800 full-time students – over 7 percent – over the past two years.

Estimates for the fall 1998 semester also set an all-time record, at 68,192 FTEs, compared to 65,816 in 1997, an increase of about 2,400 students. The increase represents the second 3.6 percent increase in fall FTE enrollment in a row, for a total of 7.2 percent in two years.

A full-time-equivalent is one or more students whose combined enrollment equals 15 credit hours in a semester or 30 credit hours in an academic year. Public institutions of higher education receive state funding based on the number of full-time-equivalent students enrolled.

Headcount enrollment, the number of different individuals taking at least one credit course during the year, will also exceed previous enrollments in recent years, increasing more than 6,300 students from 215,709 in 1997-1998 to 222,049 in 1998-1999.

Fall enrollment trends also indicate that:

The number of first-time students increased for the second year in a row, rising 1,500 students in fall 1998 to 27,642.

The number of students under age 21 also jumped sharply for the second year in a row.

The number of full-time students increased as well, as did the number of recent high school graduates entering a community college.

Those statistics indicate that community colleges this fall are seeing increasing numbers of traditional students entering college shortly after high school, notes Dr. Earl McHewitt, director of research for the VCCS.

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